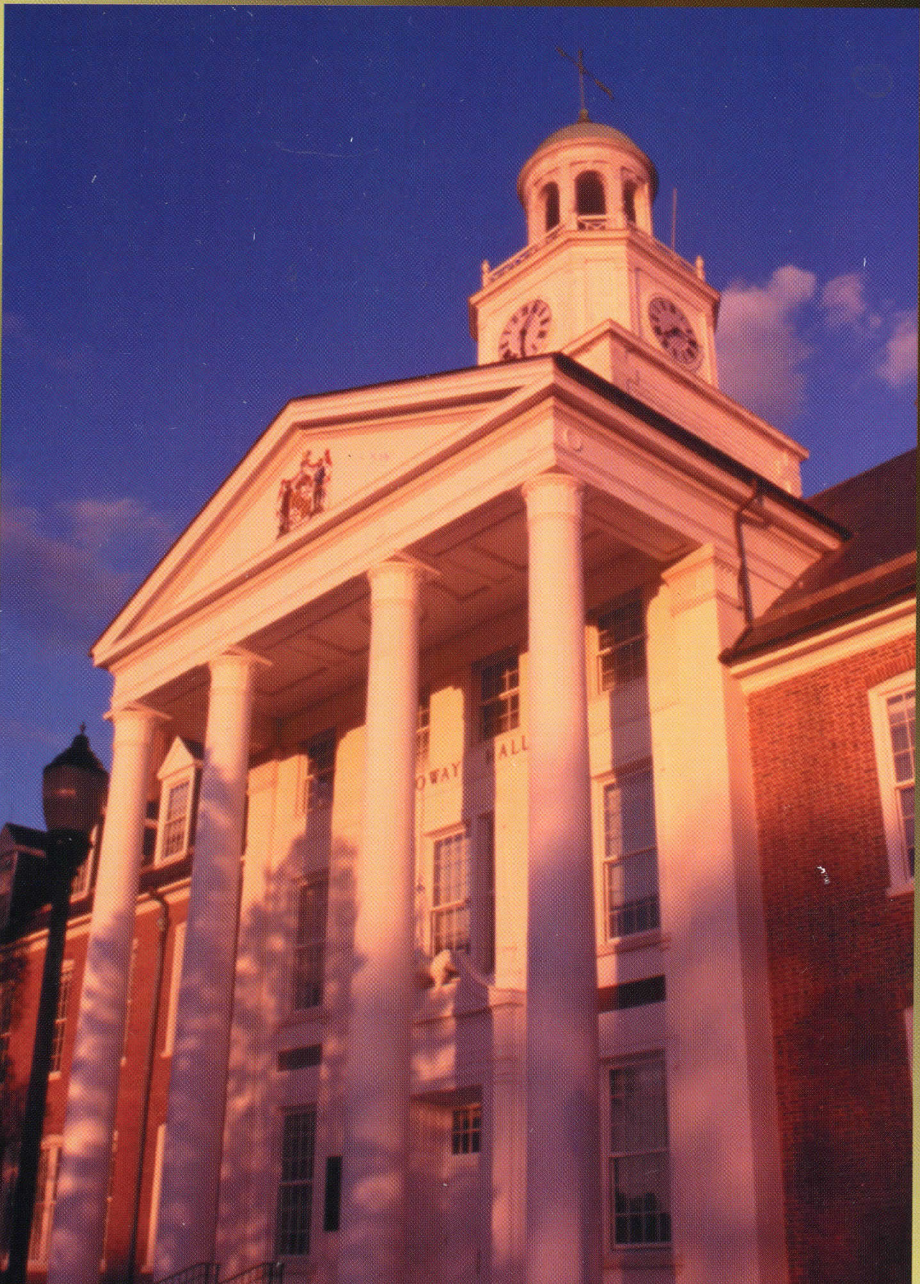
Salisbury UNIVERSITY



Undergraduate & Graduate Catalogue 2001-2003

Salisbury University

2001-2003
Undergraduate and Graduate Catalogue

Salisbury, Maryland
www.salisbury.edu

Cover photo by Kathy Pusey

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General Information

Mailing Address

Salisbury University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission	Dean of Enrollment Management
Transcript of Record	Registrar
Business Matters	Vice President of Administration and Finance
General Matters	Director of Public Relations
Graduate Admission	Dean of Enrollment Management
Summer Sessions/Winter Term	Registrar

Information about Salisbury University, including a colorful photo tour, is available on the University's home page at the following Web site: www.salisbury.edu.

Telephone Number

410-543-6000
FAX 410-543-6068
TTY 410-543-6083
1-888-543-0148

Catalogue Notice

This catalogue is a guide for information and not a contract. The University reserves the right to change requirements for degrees, prerequisites, fees, scheduling and related matters. All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, published biannually by the Office of the Registrar, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, SU provides student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Students who want more or less than directory information released should notify the Office of the Vice President of Student Affairs, Guerrieri University Center.

Equal Opportunity Policy

It is the policy of Salisbury University to provide equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status, handicap or sexual orientation. More specifically, it is the University's policy to make decisions regarding educational opportunities and employment including recruitment, hiring, promotion and other terms and conditions of employment without discrimination. Inquiries should be directed to Equal Employment Officer, Salisbury University, 1101 Camden Avenue, Salisbury, Maryland 21801-6860. Telephone 410-543-6426.

Accreditations

Salisbury University has the following accreditations:

The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The Department of Chemistry is approved by the American Chemical Society Committee on Professional Training, a specialized scientific society founded in 1876 and recognized though an Act of the U.S. Congress in 1937.

The programs in respiratory therapy and athletic training are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The Joint Review Committee on Educational Programs in Athletic Training and the Committee on Accreditation for Respiratory Care serve as arms of the CAAHEP and review all programs seeking specialized accreditation status in athletic training or respiratory therapy, respectively.

The social work program is accredited by the Council on Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The degree programs in business are accredited by the International Association for Management Education (AACSB), a specialized accrediting agency.

The program in medical technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Ave., Suite 670, Chicago, IL 60631, (773) 714-8880. The NAACLS is a specialized accrediting agency recognized by the U.S.

Secretary of Education and the Council for Higher Education Accreditation.

The program in environmental health sciences is accredited by the National Environmental Health Science and Protection Accreditation Council, 720 S. Colorado Blvd., South Tower, Suite 970, Denver, CO 80246, (303) 756-9090. The NEHSPAC is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The programs in nursing are accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006, (212) 363-5555. The NLNAC is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The programs in teacher education are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036, (202) 466-7496. The NCATE is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Designations

Salisbury University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

Memberships

Salisbury University is a member of the following organizations:

American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of State Colleges & Universities
American Council on Education
Association of American Colleges & Universities
College Board
Council on Social Work Education
EDUCAUSE
International Association for Management Education
National Athletic Trainer's Association
National Collegiate Athletics Association
North Eastern Association of Graduate Schools

University System of Maryland

Salisbury University is a member of the University System of Maryland, which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.

A PROUD MEMBER OF
USM
UNIVERSITY SYSTEM OF MARYLAND

University Calendar

The following dates are subject to change. Check the *Registration Bulletin* each semester for updated information.

FALL SEMESTER 2001

August 30 (Thursday)	Classes begin
November 22-23 (Thursday-Friday)	Thanksgiving vacation
December 12 (Wednesday)	Classes end
December 14-15, 17-19 (Friday-Saturday, Monday-Wednesday)	Final exams
December 16 (Sunday)	Commencement

WINTER TERM 2002

January 2 (Wednesday)	Classes begin
January 23 (Wednesday)	Term ends

SPRING SEMESTER 2002

January 28 (Monday)	Classes begin
March 25-29 (Monday-Friday)	Spring break
May 14 (Tuesday)	Classes end
May 16-22 (Thursday-Wednesday)	Final exams
May 18 (Saturday)	Commencement

SUMMER SESSIONS 2002

May 28-July 2	Summer Session I
June 17-July 26 (M.Ed. courses only)	Summer Session II

FALL SEMESTER 2002

September 3 (Tuesday)	Classes begin
November 28-29 (Thursday-Friday)	Thanksgiving vacation
December 13 (Friday)	Classes end
December 16-20 (Monday-Friday)	Final exams
December 15 (Sunday)	Commencement

WINTER TERM 2003

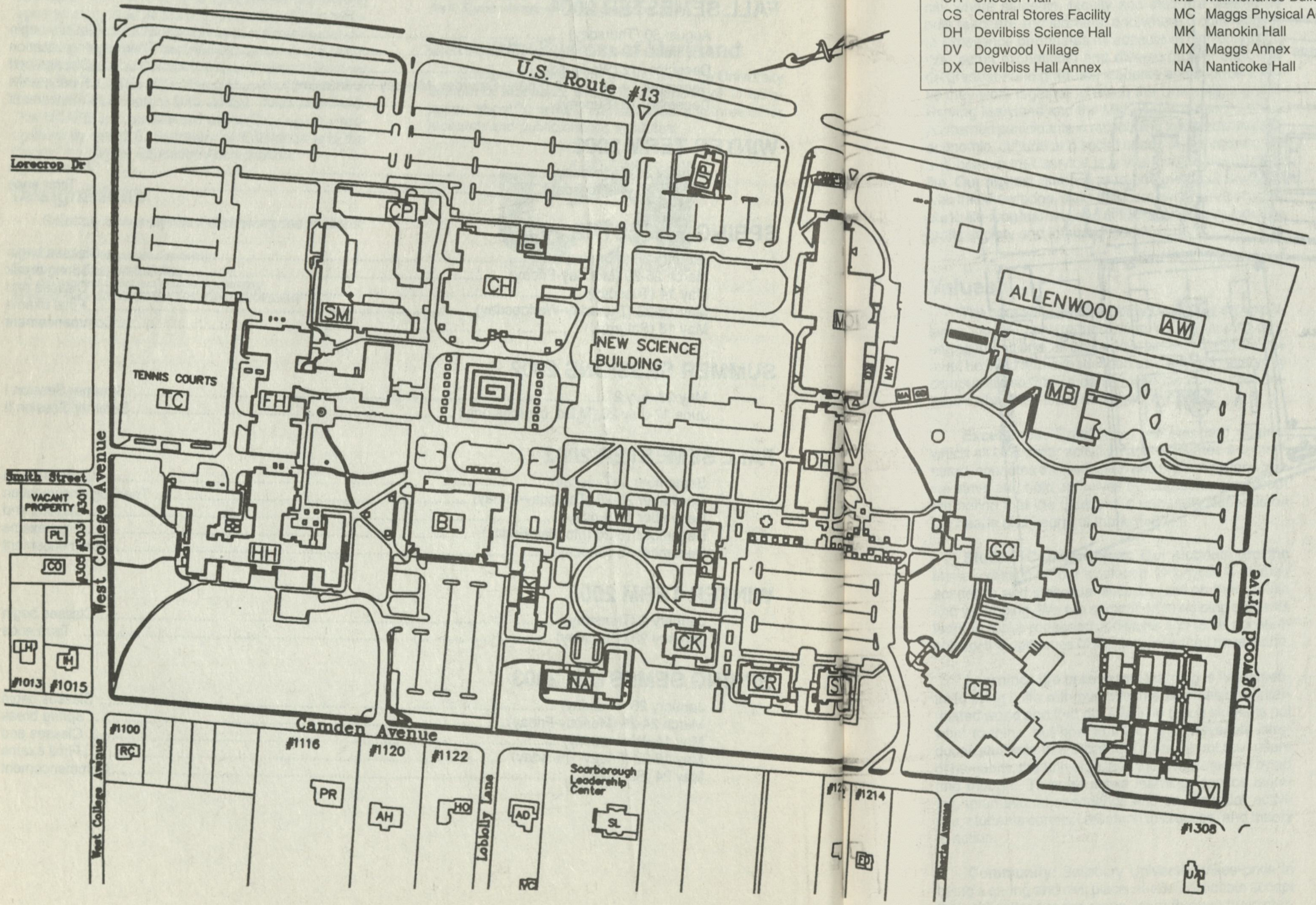
January 2 (Thursday)	Classes begin
January 23 (Thursday)	Term ends

SPRING SEMESTER 2003

January 28 (Tuesday)	Classes begin
March 24-28 (Monday-Friday)	Spring break
May 14 (Wednesday)	Classes end
May 16-22 (Friday-Thursday)	Final exams
May 24 (Saturday)	Commencement

Campus Map

www.salisbury.edu/admin/CampusMap/   (PDF version also available online)


U.S. Route #13
Lorecrop Dr
CP
CH
SM
NEW SCIENCE BUILDING
TENNIS COURTS
TC
FH
BL
WI
HH
MK
CK
NA
CR
SV
DH
MC
MX
ALLENWOOD
AW
MB
GC
CB
DV
Dogwood Drive
Smith Street
VACANT PROPERTY
#301
#303
#305
PL
CO
West College Avenue
LH
IH
#1013
#1015
Camden Avenue
#1100
RC
#1116
#1120
#1122
PR
AH
HO
Loblolly Lane
AD
Scarborough Leadership Center
SL
VC
#1214
FD
#1308
UP

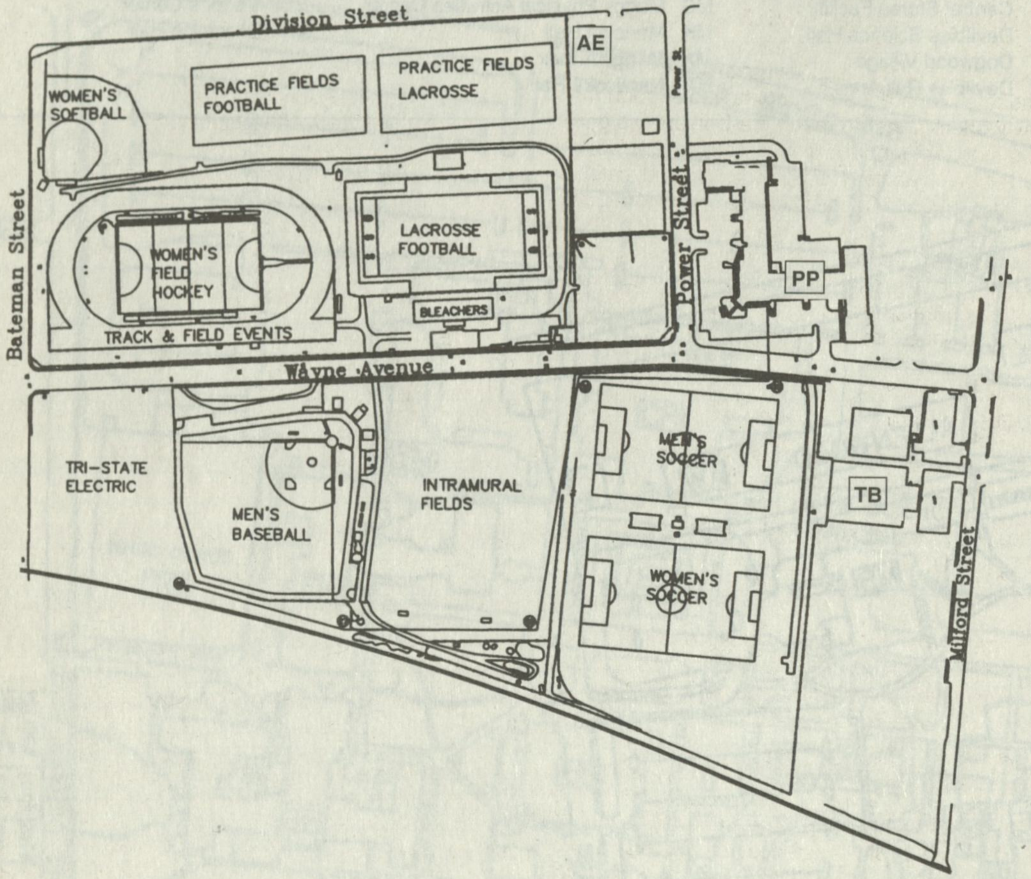
MAIN CAMPUS

AD	Admissions House
AH	Alumni House
AW	Allenwood Offices
BL	Blackwell Library
CB	Commons Building
CH	Caruthers Hall
CK	Choptank Hall
CO	Community Outreach
CP	Chesapeake Hall
CR	Chester Hall
CS	Central Stores Facility
DH	Devilbiss Science Hall
DV	Dogwood Village
DX	Devilbiss Hall Annex
FD	Faculty Development House
FH	Fulton Hall
GB	Guerrieri Annex B
GC	Guerrieri University Center
HH	Holloway Hall
HO	Bellavance Honors Center
IH	International House
LH	Language House
MA	Maggs Annex A
MB	Maintenance Building/Physical Plant
MC	Maggs Physical Activities Center
MK	Manokin Hall
MX	Maggs Annex
NA	Nanticoke Hall
PL	Philosophy House
PO	Pocomoke Hall
PR	President's Residence
RC	Conflict Resolution Center
SL	Scarborough Leadership Center
SM	St. Martin Hall
SV	Severn Hall
TC	Tennis Courts
UA	University Advancement
UP	University Police
VC	Visitor's Center
WI	Wicomico Hall

East Campus

EAST CAMPUS

AE	Architecture and Engineering
PP	Power Professional
TB	Tennis Barn



The University

www.salisbury.edu/about/

Dr. Janet Dudley-Eshbach, President

Mission

Salisbury University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

Values

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

History

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences, providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the state board of trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in English (1974), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982), a Master of Education with a major in public school administration (1994), a Master of Arts in Teaching (1996), a Master of Arts with a major in history (1998), a Master of Science in Applied Health Physiology (2000), and a Master of Social Work (2001).

Today, Salisbury University is a nationally accredited, four-year comprehensive university offering 45 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

Location

Salisbury University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of 70,000 and lies 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore, MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

Organization

Responsibility for the administration of the University is assigned to the president, who is appointed by the University System of Maryland Board of Regents. The president is assisted in the administration of the University by academic, advancement, student services and business administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology offer the University's curriculum. School deans, department heads and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting, business administration, economics and management information systems.

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies includes the faculties of athletic training, early childhood education, elementary education, health education, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, conflict analysis and dispute resolution, English, history, interdisciplinary studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology, sociology and theatre.

The Richard A. Henson School of Science and Technology includes the faculties of biology, chemistry, environmental health, geography and geosciences, mathematical and computer sciences, medical technology, nursing, physics and respiratory therapy.

Centers and Institutes

Business Resource Center

The Perdue School's **Business Resource Center** (BRC) supports economic development and business on the Eastern Shore of Maryland and, in a broader context, the Delmarva Peninsula. The BRC consists of three key organizations which cover the full spectrum of support to business and economic development:

The **Small Business Development Center** (SBDC) is a joint federal (Small Business Administration) and state program and is part of a national network of centers. It provides expert counseling and training programs to small businesses and to individuals who want to start a new business. The SBDC serves all counties in Maryland's Eastern Shore and has offices in Wye Mills, Elkton, Cambridge and Salisbury.

The **Perdue Center for Professional Development** (PCPD) provides quality continuing education and training programs for regional business owners and other professionals using academic resources and existing business expertise. The PCPD employs professionals and academic and student resources through the Applied Business Learning Experience program.

Center for Conflict Resolution

The Center for Conflict Resolution provides the University and community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions. The center offers services and training to local, state and federal agencies, schools, businesses, law enforcement, postal service, health care industries and civic groups.

The center also has an academic side that houses the major and minor in conflict analysis and dispute resolution. The center acts as a clinic where students take classes, workshops and training in conflict analysis and dispute resolution. Students take practica and internships through the center at locations both on- and off-campus. The center will house the student-run **Campus Mediation Center** that provides conflict resolution services to the student body.

In addition, the center has a research and evaluation wing that has received national recognition. The center houses the Bosserman Library that contains materials on social justice, peace studies and conflict resolution.

Center for Economic Education

A cooperative effort of the Perdue School and the Seidel School of Education and Professional Studies, the Center for Economic Education (CEE) works with the public schools on the Eastern Shore to develop curriculum and instruction in economics through workshops and curriculum development consultations. During 1999-2000, CEE conducted more than 45 workshops at all levels K-12.

Edward H. Nabb Research Center for Delmarva History and Culture

The Edward H. Nabb Research Center for Delmarva History and Culture, formed in 1982 and endowed by Cambridge, MD, attorney and philanthropist Edward H. Nabb in 1998, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula. Each semester professors in the History, English and Education departments provide courses which train students in the use of primary resources such as wills, inventories, patents and deeds, private papers, letters, diaries, business records, oral histories and folklife studies located at the center. It is a repository for documents and artifacts pertaining to the Delmarva Peninsula and acts as a liaison between the University and the Lower Eastern Shore region. The center serves the Delmarva community at large, as well as family and local history researchers from across the nation, professional business people including lawyers, surveyors and journalists, students and scholars researching material for doctoral dissertations, master's degree theses, school projects and private publications. The Nabb Research Center is located in Power Professional Building Room 190 and is open six days per week, year round.

Institute for Public Affairs and Civic Engagement (PACE)

Launched in October 1999, the Institute for Public Affairs and Civic Engagement (PACE) is designed to create opportunities for SU students and faculty to become involved in the political and governmental life of the surrounding region. With major funding gifts from the Grayce B. Kerr Fund and the estate of John R. Hargreaves, PACE has already supervised projects that have involved students in solving local and regional government problems, such as a citizen satisfaction survey for the city of Fruitland and a study of the Salisbury City Charter and proposed amendments to it.

Institute for Service Learning

The Institute for Service Learning provides opportunities for students and faculty to engage in service to the community as part of their coursework. Service learning is a teaching and learning method in which teachers and students use reflection to construct connections between meaningful community service and academic learning, civic responsibility, personal growth, critical thinking and career exploration.

Through funding received from Learn and Serve America at the Corporation for National Service and Salisbury University, the institute opened in 1997. It serves as a resource for faculty and students to develop opportunities to partner with local community-based organizations. Students can enroll in an extra-credit option which can be tied in to one of their regular courses. The institute also provides professional development opportunities to SU faculty members to help infuse service learning into their courses. Training workshops are provided to teachers from the K-12 system to prepare teachers to integrate service learning into their curricula. The institute sponsors the ShoreCAN Volunteer Center and coordinates the America Reads/America Counts programs.

Project Management Group

The **Project Management Group** (PMG), an entity of the Perdue School of Business, offers consulting services to a variety of clients including private businesses, government agencies, and non-profit and community organizations. PMG works on applied research and analysis projects with an emphasis on market research through its **Mid-Atlantic Sales and Marketing Institute** (MASMI) and international business development through its **European American Business Institute** (EABI).

The PMG runs the Eastern Shore office of the **Maryland Export Assistance Network** (MEAN), a service of the Office of International Business—Maryland's Department of Business and Economic Development (DBED). MEAN provides companies in the eight Eastern Shore counties with international business, trade and investment assistance by combining local, state and federal resources.

Through the **Enterprise Development Group** (EDG), the PMG acts as the "entrepreneurial arm of SU," providing one-stop-shopping access to the University's technology, know-how and other outreach assets. The EDG is also the technical assistance center for all on-campus enterprise development activities. The group continually scans the external environment, identifies community needs, and brings individuals and/or campus outreach entities together with our partners in the community.

The **Regional Public Transportation Studies Unit** of the Project Management Group provides technology and know-how transfer services for the development and coordination of a regional mass transit program for the three lower Eastern Shore counties in Maryland, including connections to the upper shore and the adjoining counties in Delaware and Virginia. In addition, the Regional Public Transportation Studies Unit of the Project Management Group works with the Henson School's Mapping Science Group to bring Geographic Information Systems and other mapping solutions to our region's mass transit problems.

Alumni Association

The Alumni Association maintains ties with 26,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury University, to promote a professional and ethical spirit that will characterize SU's alumni members, to encourage participation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury graduates and undergraduates.

The University Office of Alumni Relations serves as a liaison between the association, the University and alumni. For information, call 410-543-6042 (toll free at 888-729-2586) or e-mail www.salisbury.edu/alumni/.

Facilities

The **Admissions House**, on the corner of Camden Avenue and Loblolly Lane, contains admistrative offices and meeting rooms for the Office of Admissions staff. Regularly scheduled campus tours leave the Admissions House at 1:30 p.m. each Monday, Wednesday and Friday.

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations and Annual Giving.

The **Architectural and Engineering Building** is located at the corner of Power and South Division Streets. SU architects and engineers are located in this building.

The **Bellavance Honors Center,** on the corner of Camden Avenue and Loblolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

Blackwell Library is located near the center of the campus. In addition to book and periodical holdings, there are many special collections including government documents, a curriculum laboratory and the Maryland Room. The online catalog provides direct access to and borrowing privileges from the other libraries of the University System of Maryland.

The Teaching Learning Network program facilities and the Verizon TV/classroom studio occupy the lower level of the library.

Caruthers Hall, situated near Route 13 to the right of the University's main entrance, houses the Learning Center; department offices for social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes public radio station WSCL.

The **Center for Conflict Resolution,** located on the southwest corner of Camden and College avenues, provides the University and the community with conflict resolution services and training. The center houses the major and minor in conflict analysis and dispute resolution and the Bosserman Library that contains materials on social justice, peace studies and conflict resolution.

The **Center for University Advancement**, on the corner of Camden and Dogwood avenues, is home to the Salisbury University Foundation Inc. and the Office of University Advancement staff. The home's historical presence dates to the founding of SU. The structure is comprised of a conference room, social room and numerous office and entertaining spaces.

The **Commons** is located on the south end of the campus with a walking link directly connecting it to the Guerrieri University Center. The food court provides 13 different food selections per meal. This beautiful building also houses the bookstore and the campus post office.

The **Community Outreach House,** across from the campus on College Avenue, holds the Institute for Public Affairs and Civic Engagement (PACE) as well as the Institute for Service Learning.

Devilbiss Science Hall is located at the south end of the campus mall. In addition to 22 classrooms and 27 offices, it contains laboratories for biological sciences, chemistry, geography and physics. Special features in this building are a theatre-lecture hall seating 224 and a greenhouse.

The **Edward H. Nabb Research Center for Delmarva History and Culture**, located in Power Professional Building Room 190, is a repository for documents and artifacts pertaining to the Delmarva Peninsula. The center serves the University, the Delmarva community at large, as well as family and local history researchers, professional business people and scholars from across the nation.

The **Faculty House**, situated on Camden Avenue across from Nanticoke Hall, is a forum for faculty meetings and professional gatherings. A large, partially secluded rear yard is also available for faculty events.

Fulton Hall, located at the north end of the campus mall, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, the Computer Center, the dean's office, general purpose classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries at Salisbury University** extends the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Guerrieri University Center** supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, meeting rooms, games room, Information Desk, Gull's Nest Pub and Eatery, Cool Beans Cyber Café, Student Affairs Office, Office of New Student Experience, Facilities Reservations, Conference Services, Career Services, Student Counseling Services, Multiethnic Student Services, Events Services, Atrium Gallery, student radio station WSUR, student newspaper *The Flyer* and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Holloway Hall, the first structure built on campus and currently the administrative office building of the University, contains most administrative and faculty offices, the Copy Center, Office of Human Resources, some classrooms, and the Franklin P. Perdue School of Business. Holloway Hall also houses a modern 776-seat auditorium, the Social Room and the Great Hall.

The **Indoor Tennis Center**, located on Milford Street near the Power Professional Building, includes three tennis courts, lobby area, pro shop, showers and locker rooms. Recreational play, varsity team use, membership times and organized league play are available seven days a week throughout the year.

The **International Students' Residence**, on the northeast corner of Camden and College avenues, provides residence-hall-style housing for seven international students and a house manager.

The **Office of Information Technology** is located on the first and second floors of Fulton Hall. Information Technology is responsible for the administrative computer system, the campus network, and the residence hall network (ResNet). The administrative computer system is a Compaq/Digital Equipment Corporation VAX running the SCT/IA suite of products. Academic computing is supported by a Novell 4.11/5.x network operating system. The Novell campus network system provides GroupWise e-mail and Netscape Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Seven general purpose PC and Macintosh computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power Professional Building. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides Internet access to students housed in residence halls who own computers that are equipped with network interface cards and to students in Dogwood Village via modem.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, fitness room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The **Maintenance Building** (Physical Plant) houses Central Stores, the Motor Pool Office, as well as maintenance personnel.

The **Modern Language House,** located on Camden Avenue next to the International Students' Residence, is home to the Modern Language Department and offers resources and comfortable space for students and faculty exchange on international matters.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, soccer and softball; practice fields; an all-weather, 400-meter track; lighted intramural fields; two sand volleyball courts; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an Astroturf infield, the only one in the state.

The **Philosophy House,** adjacent to campus on College Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

The **Power Professional Building**, located by the athletics fields on the east campus, houses laboratories and offices for medical technology, nursing and respiratory therapy; offices for computer science and mathematics; classrooms; a computer lab; and the Edward H. Nabb Research Center for Delmarva History and Culture. Also located in Power are the offices of the Project Management Group and the Perdue Center for Professional Development.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

Residence Halls offer students a variety of living environments and lifestyle options. Pocomoke and Wicomico halls house freshman men, Manokin and Nanticoke halls house freshman women. Coeducational facilities include Chesapeake, Chester, Choptank, St. Martin and Severn halls. Dogwood Village, a modular housing complex, consists of 14 buildings, each housing 10 students in single rooms. The halls feature lounges offering television, conversational groupings and study areas as well as laundry and vending facilities.

The **Scarborough Student Leadership Center,** located on Camden Avenue south of the Admissions House, dedicated in 2001, is a center for teaching skills in leadership, citizenship and civic engagement among social and honorary Greek organizations. Numerous conference rooms, a ritual room, a leadership library, organizational offices and other offices make up this one-of-a-kind structure. The project is the first free-standing program of its kind in the nation.

Student Health Services, located in the south end of Holloway Hall, includes a waiting room, four treatment rooms, a combined utility room/laboratory and two offices.

The **University Police Building**, situated at the Route 13 entrance, houses the Environmental Safety Office, the Telecommunications Office, as well as University Police.

The **Ward Museum of Wildfowl Art**, located south of the campus at 909 South Schumaker Drive, is home to the world's most comprehensive collection of wildfowl carving. Named for brothers Lem and Steve Ward of Crisfield, MD, whose skill and vision elevated decoy carving to fine art, the museum works to promote, preserve and perpetuate wildfowl art.

Undergraduate Admission

www.salisbury.edu/admissions/

For information on graduate admission refer to the Graduate Student Information section of this catalogue, Page 18.

General Information

Salisbury University invites applications from all who are interested in pursuing programs in 35 majors leading to undergraduate degrees. Qualification for admission is determined without regard to race, color, religion, national origin or sex. Students who matriculate following acceptance assume responsibility for upholding the standards and traditions of the University and adhering to its regulations.

Campus Visits

The University encourages prospective students and their families to tour the campus and confer with the admissions staff. The Admissions Office provides tours every Monday, Wednesday and Friday at 1:30 p.m. except holidays when the University is closed. Those who find the above times inconvenient may call the Admissions Office at 410-543-6161 for a specific appointment. All tours originate from the Admissions House located at 1200 Camden Avenue.

In addition to weekday visits, there are several Saturday open houses held each semester. For more information about the open house schedule, call the Admissions Office or access the Web site at www.salisbury.edu.

Application Requirements And Procedures

Admissions requirements set forth in the following sections are minimum requirements that may be subject to change after the *Undergraduate Catalogue* has been printed. In such cases, changes in admissions policy will be publicized.

Application Forms

Applications for admission, catalogues and other information regarding the University may be obtained on request from the Office of Admissions, from admissions representatives at college programs and on the web site. Many high school guidance offices and community colleges may also provide admission information.

Application Fee

A $30 non-refundable application fee is required with each application.

Freshman Admission Options

Salisbury University considers freshman applicants under three admissions plans.

Early Decision is for high school seniors who have solid academic profiles and who are willing to make a firm commitment to attend SU if admitted. Early decision applicants must submit their applications by December 15. Decisions are made by January 15 and a nonrefundable deposit is required within two weeks of notification.

Regular Admission is the plan under which most students enter SU. Regular admission is open to qualified high school students who apply for admission by January 15. Candidates are usually notified of the admission action by March 15. Those who are admitted have until May 1 to confirm their space in the class by submitting a deposit.

Early Admission is an admission option for academically talented high school students. Students who have completed the junior year of high school may be considered for acceptance into the regular University program provided they present evidence of outstanding academic achievement, commendable scores on the Scholastic Assessment Test I or ACT, a positive recommendation from the high school and a certification of eligibility for a high school diploma under the early admission program. A personal interview with an SU admissions officer is required.

Transfer Admission

Beginning December 15, the Admissions Office will respond on a rolling basis to transfer applicants.

Suggested Deadlines

Suggested filing deadlines for fall admissions are January 15 for freshman applicants and March 1 for transfer students. Readmission deadlines are December 1 and July 1. Applications received after the suggested filing dates are considered on a space-available basis.

Students applying for the spring semester will be notified of the decision on their applications beginning September 15, on a rolling admissions plan, provided their files are complete. The University reserves the right to close admissions when the projected enrollment is met.

Freshman students seeking on-campus housing for the fall semester who are guaranteed a room must complete the admissions process by May 1. Transfer students who are guaranteed housing must meet their specified deadline for the acceptance fee to reserve a space on campus. Payment of the $200 acceptance fee completes the admissions process. Students paying the acceptance fee past their deadline will be housed on a space-available basis.

Students seeking on-campus housing for the spring semester also will be housed on a space-available basis.

Academic Scholarships

Each fall, the University awards nearly $1 million in academic scholarships. The admissions application automatically qualifies students for consideration for these academic scholarships.

The minimum requirements for scholarship consideration are a 3.25 high school record in academic subjects and 1250 on the SAT I or 28 on the ACT.

Entering freshmen who meet minimum requirements are contacted by the appropriate awarding group.

Social Security Number

All students are asked to submit their Social Security number. International students are encouraged to file for a Social Security number although they are not eligible for Social Security benefits. The Social Security number is used as a student identifier in maintaining academic and financial records. This number is included on the student's photo identification card (ID), which is solicited in connection with various University-related athletics, social and cultural events. Blackwell Library and the Commons have electronic card readers and valid identification cards are required for the use of these facilities.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Service for student employee salary reporting and state controller's debt collection procedure.

For High School Graduates

The admissions review process considers the qualifications of all applicants in a holistic manner. The students' high school curriculum, performance in academic coursework and on standardized tests like the SAT and/or ACT, essay, recommendations, leadership experience, community service, talents, extracurricular activities and the ability to contribute to the diverse academic community at Salisbury University are many of the qualifications considered for admission.

Applicants are urged to take the SAT I or ACT no later than the last fall testing date. The ETS code number for Salisbury University is 5403 and the ACT code is 1716. Details concerning the administering of the SAT I or ACT may be obtained from any high school guidance counselor.

Students planning to enter college are encouraged to complete the college preparatory curriculum in high school. Within the college preparatory curriculum, a prospective student should have met the following minimum requirements for admission: four credits in English with at least one credit in composition, one credit in American literature and one credit in English literature; three credits in the social sciences; two credits in laboratory-based sciences; three credits in mathematics, with at least two credits in Algebra I and II and one credit in geometry; and two years in the same foreign language. Students lacking any of the above admissions specifications should contact the dean of enrollment management.

Normally, successful candidates for admission to Salisbury University demonstrate strong college potential by earning at least above average grades in a solid academic program along with scoring above the national average on the SAT I or ACT.

For Non-High School Graduates

Applicants who are not high school graduates may qualify for admission by earning satisfactory grades on the High School Equivalency Examinations administered by the State Department of Education and by receiving the high school equivalency diploma. The applicant should contact the local board of education to make arrangements to take the examinations. SAT or ACT scores are required.

Admission of International Students

International students who demonstrate appropriate academic ability, proficiency in the English language and the ability to finance all costs for their education may be offered admission. Applicants must have the following documentation submitted directly to the SU Office of Admissions by March 1 for fall admission or October 1 for spring admission:

1. an admissions application, which includes financial declaration;
2. official or certified true copies of all grade reports, diplomas and academic records (must include a copy in original language and English translation) certifying completion of at least the equivalent of a U.S. academic high school diploma; and
3. for applicants whose native language is other than English, the Test of English as a Foreign Language (TOEFL) must be taken and official results submitted to the Office of Admissions. A minimum score of 550 on the written exam or 213 on the computer exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org.

International students must be admitted before the immigration document (I-20) will be provided.

For Immigrant Students

Any student applying for admission whose native language is other than English will be required to demonstrate an acceptable level of English proficiency in addition to meeting the basic requirements for admission to the University.

For Veterans

Veterans and dependents of veterans who are eligible for GI benefits and who have a high school diploma or equivalency may be admitted to Salisbury University. Veterans who have attended other colleges since their discharge are not included in this policy and should seek admission through the normal transfer process. Priority for the acceptance of veterans will be given to Maryland residents.

In addition to high school or college transcripts, each veteran must provide the Admissions Office with a certificate of eligibility. Since it generally takes 60 days or more to clear a VA application, applicants are encouraged to contact their nearest VA office within sufficient time prior to registration at SU. Initial contact for implementation of benefits should be directed to the Salisbury University Office of Veteran Affairs.

For Transfer Students

Students with acceptable records may be admitted from other regionally accredited collegiate institutions with requirements similar to those of Salisbury University. Transfer students should request application forms for admission from the Office of Admissions and are subject to the same payment procedures as incoming freshmen.

To be considered for transfer admission, a student must have earned at least 24 semester hours of college-level credit at an accredited community college or four-year college or university, and have a minimum 2.0 grade point average on a four-point scale. If the student has attended two or more institutions, the overall 2.0 will be computed on grades received in courses attempted at all institutions attended unless the student presents an associate's degree from the last institution attended. Transfer applicants leaving their last institution attended under conditions that would prevent further enrollment as a full-time matriculating student at that same institution are not considered eligible for admission to the University. The University's admission policy for entering freshmen, however, will apply to transfer students who have completed fewer than 24 semester hours of transferable credit at another institution.

Coursework completed at SU as a non-degree student will not contribute to the 2.0 GPA and 24 hour requirement. Students denied admission may not enroll as a non-degree student until admission requirements are satisfied.

Transfer students from accredited colleges enrolled in transfer programs will receive credit for the college-level work they have completed, with few exceptions. College Level Examination Program (CLEP) credit will be evaluated based on individual scores. Evaluations of students' previous coursework will be forwarded to them within several weeks of their admission. After being admitted to the University, students may make an appointment with a counselor in the Admissions Office to review the evaluation of transfer credit and to discuss selection of courses.

General Transfer Policies

1. Transfer credits are evaluated by the Admissions Office in accordance with the Maryland Higher Education Commission regulations on General Education and transfer. Such credits may generally be applied to the 120 hours (minimum) of credit required for graduation and, if approved by the appropriate department, may count toward requirements in a major at Salisbury University.
2. A student attending Salisbury University in any regular fall or spring semester has until the end of the semester to complete all forms and to have official transcripts of all prior work from other institutions sent to the SU Admissions Office.
3. Grades do not transfer; the grade point average for a transfer student is computed only on the basis of coursework completed at SU. Once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution. Grades of transfer courses will be calculated for admission to specific academic programs that require a particular grade point average. However, credit earned while a student is enrolled in recognized cooperative programs with other Maryland state colleges and universities will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at SU and these grades will be counted in the SU grade point average.
4. Credits earned in or transferred from a community college will be limited to 64 credits, and these hours may only be applied to credit at the 100 or 200 level.
5. To be eligible for the baccalaureate degree from Salisbury University, transfer students must earn at least 30 of the final 37 hours of credit from SU. Students enrolled in officially recognized cooperative institutions may include coursework taken at that institution within their final 30 hours at the University. Students completing their course requirements through an approved study abroad program are exempt from this policy.
6. Questions concerning the evaluation of transfer credit should be directed to the Office of Admissions. Students may appeal evaluations to the Office of the Vice President of Academic Affairs within the academic year in which the evaluations were made. Transfer evaluations more than one year old are not subject to appeal.

Course-by-Course Evaluation of Transfer Credit

Students will have their transfer credit from each institution attended evaluated separately on a course-by-course basis. For transfer purposes, each institution must display a minimum 2.0 GPA before transfer credits will be considered. If any institution's GPA is below 2.0, SU will remove courses with grades below C until the student's GPA at that school reaches at least 2.0 and then evaluate the remaining courses for transferability. Detailed information concerning recommended transfer programs may be obtained by accessing SU's Web site regarding transfer students. Courses a transferring student plans to apply toward a degree at Salisbury University are evaluated in one of the following four categories:

1. Approved for General Education credit
2. Approved for lower-level credit
3. Approved for upper-level credit
4. Not approved for transfer credit

All courses approved for transfer credit will be listed as specific courses, as General Education or as elective credit at Salisbury University. In order for any of these courses to qualify for upper-level credit at SU, they must be taught at the upper level both at SU and at the sending institution. All lower-level courses from the sending institution, all courses from community colleges and all courses which are upper level at the sending institution but which are lower level at Salisbury University will be evaluated as lower-level courses. Some transferred courses, either upper level or lower level, may be used to satisfy requirements in particular majors. Each department determines its own policies in this matter and evaluates each student's record on a course-by-course basis.

Any fieldwork experience, internship or practicum from a two-year institution not under the direct supervision of Salisbury University is not considered transferable.

While most courses from other accredited institutions are applicable to a degree at Salisbury University, courses the University views as not academic in nature and which are not compatible with existing programs may not be transferred to the University and applied toward degrees.

For Former SU Students

Readmission

Matriculated students who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Admissions Office. Students who have been academically dismissed may only apply for readmission once they have reduced their deficit point totals to the appropriate levels. Students must declare a major at the time of readmission.

Students who have attended other institutions since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Office of Admissions.

The deadline for applications for fall semester is July 1; for the spring semester, December 1. However, the University reserves the right to close readmission when the enrollment limit has been met.

Academic Clemency Policy

Salisbury University recognizes that some students may, for a variety of reasons, develop academic records that do not reflect their true abilities. Students who leave the University with poor academic records may wish to receive academic clemency upon their return. To encourage students to try again after an unsuccessful experience, the University is prepared to extend academic clemency. Students are only eligible for clemency one time during their academic career.

Students who have not attended the University for at least five calendar years may request clemency. At the time of readmission, students seeking clemency must complete a clemency form and may petition to have up to 16 credit hours of D and F removed from their grade point averages. The grades of D and F will remain on the transcript with X beside them. When clemency is granted for D grades the previously earned credits will be lost. The grade point averages of students who have received clemency will be recalculated to reflect that clemency. Students who receive clemency are eligible to graduate with honors.

Contact the Academic Affairs Office, Holloway Hall Room 239, 410-543-6020, for detailed procedures.

Graduate Student Information

www.salisbury.edu/gradstudy/

Salisbury University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education, the Master of Education in public school administration, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in English, the Master of Arts in history, the Master of Science in nursing, the Master of Science in applied health physiology and the Master of Social Work. Graduate study is also available for teachers seeking advanced certification in school administration, and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters, most graduate students enroll for courses offered during the University's evening program. This program consists mainly of courses meeting once weekly throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open both to graduate students and advanced undergraduates are available in the regular daytime program. In addition, graduate study is available during the University's summer session and winter term. Residence hall accommodations are available to graduate students only during the summer session and winter term.

Requirements for admission to graduate school include a completed Application for Graduate Study, the application fee and official transcripts from all undergraduate institutions attended. Additional requirements vary by specific program.

Please note, unless otherwise specified, policies for undergraduate and graduate students are the same.

Graduate Study Mission Statement

The faculty and administration of Salisbury University accept the responsibility of enhancing graduate students' ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury University encourages students to expand knowledge and facility in their respective fields of study, and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the competence, experience, professional association, instructional mastery, scholarly productivity and service involvement essential to the development of high quality learning. They further recognize that cooperative research and professional enterprise are paramount to the enhancement of graduate-level erudition.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to cultivate a desire for excellence, a reverence for high principles and the ability to participate in the public forum as informed, committed citizens.

The University prepares graduate students to work confidently and effectively in their chosen career and provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at every level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury University provides baccalaureate degree holders with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest.

The University recognizes its obligation to baccalaureate degree holders residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

Admission to Graduate Study

Applications for graduate study are considered for individuals who have completed requirements for the baccalaureate degree at a regionally accredited institution of higher learning or at an institution accredited by the Maryland Higher Education Commission. Students enrolled in their last semester prior to graduation for undergraduate study will be reviewed for admission provided their most current transcripts are available. Admission to graduate study will be granted contingent upon the completion of the undergraduate degree prior to entering graduate study at SU.

Students seeking admission to graduate study may obtain application materials from the Admissions Office. A completed application will consist of the Application for Admission to Graduate Programs, application fee and official transcripts from the baccalaureate granting institution and all institutions attended for graduate study.

Applicants must request that the registrar of their undergraduate institution forward an official copy of their undergraduate transcripts showing completion of all baccalaureate requirements, and must also request that the registrars of all previously attended graduate institutions forward official copies of graduate transcripts directly to the Admissions Office. Applications are reviewed upon receipt of all required materials and applicants are formally notified of their admission status.

Admission to graduate study does not constitute admission to a specific master's degree program. Students admitted for graduate study who have not been admitted to a specific master's degree program are considered non-degree students. Applicants seeking admission to a specific master's degree program must also complete requirements specific to that program. Upon admission to a master's degree program, applicants are considered degree-seeking students. Admission to the University is granted without regard to race, color, sex, religion or national origin.

Admission to a Master's Degree Program

Students seeking formal admission to a graduate degree program may obtain application materials from the Office of Admissions. To apply, graduate applicants must:

1. submit a completed graduate application with the application fee to the Office of Admissions;
2. have official transcripts sent to the Office of Admissions from all colleges and universities attended;
3. if seeking in-state tuition, submit a completed Residency/Domicile Information form; and
4. complete the additional admission requirements specified by the applicant's degree program.

Students seeking information about a master's degree program should consult the Graduate Curriculum section of the school in which the program is housed or address inquiries to the appropriate program director. The respective program directors will formally notify qualified applicants of the admission to specific degree programs and assign faculty advisors to assist in formulating appropriate plans of study.

Continuous Enrollment

Students admitted to graduate degree programs must maintain continuous enrollment by completing at least one graduate course every calendar year. Admitted students who do not complete at least one graduate course each calendar year are automatically withdrawn from their graduate degree program and must apply for readmission.

Readmission requires the resubmission of the Graduate Application form, official transcripts from all graduate schools attended since leaving the University and the Residency/Domicile Information form (if seeking in-state tuition). No other documents are required if readmission is sought within seven years of initial admission.

Non-Degree Student Enrollment

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to two graduate classes per term. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

Certain graduate courses are available only to students formally admitted to a degree program. (Refer to the individual course descriptions for more information.)

Readmission of Graduate Students

Any graduate student who has not been previously admitted to a graduate degree program at SU cannot be readmitted; in order to be readmitted, a student must first have been admitted. If a student who was admitted to a graduate degree program withdraws for more than one academic year and wants to return to the University, he or she must apply for readmission whether they wish to be admitted to a graduate degree program or attend as a non-degree graduate student. To be readmitted to a graduate degree program, the student must fill out the graduate application (there is no admission fee if the student was previously admitted to a graduate degree program), have official transcripts sent from colleges attended since leaving SU and provide any additional documents specified by the department offering the degree program. To be readmitted as a non-degree graduate student, the student must fill out the graduate application (there is no admission fee) and have official transcripts sent from any college attended since leaving SU. From that semester forward (unless the student is not enrolled in classes for more than an academic year), degree seeking and non-degree seeking students schedule classes in a continuing status and need only register for courses.

Admission of International Students

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all required documents by May 1 for fall admission and September 1 for spring admission.

The University requires the following documents for graduate admission:

1. Application for Admission Graduate Programs
2. University International Student Application Supplement
3. Official or certified true copies of all grade reports, diplomas and academic records (Documents should include a copy in the original language, along with an English translation.)
4. University Declaration of Finances form

Applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have official results sent to the Office of Admissions. A minimum score of 550 on the written exam or 213 on the computer exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, on the Web at www.toefl.org.

All documents must be sent directly to the Admissions Office by the institution that provided each official document.

International graduate student applicants may be required to have their credentials reviewed by professional, external evaluators identified by Salisbury University. If such external review is necessary, appropriate forms will be sent to applicants early in the admission process. International students must be admitted to a degree program before the immigration document (I-20) will be provided.

Registration

To receive academic credit for coursework, students must be officially registered. Students must register during the periods indicated in the academic calendar. Late registrants are required to pay a late fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the *Registration Bulletin* for details regarding registration procedures and course offerings.

Graduate Credit During Senior Year

Salisbury University undergraduates within nine semester hours of completing requirements for the baccalaureate degree, who have a cumulative GPA of at least 2.75 (3.0 in business), may register for graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, providing they have submitted the application and application fee for admission to graduate study and have the approval of the appropriate program director or department chair. Students within six hours of the baccalaureate degree may enroll in up to six hours of graduate credit. Those within seven to nine hours of the bachelors may take up to three graduate credits. Graduate coursework taken under this arrangement cannot be applied to the undergraduate degree program and will be billed at the graduate credit rate in addition to the undergraduate costs.

Transfer Credit

Graduation from a SU graduate program requires a minimum of 21 semester hours of program-required credits to be satisfactorily completed at SU. Some graduate programs require completion of more than 21 semester hours, so students are advised to refer to the appropriate program description in this catalogue.

On the recommendation of the faculty advisor and with the approval of the master's degree program director, a student may transfer graduate credit from other regionally accredited institutions, providing these credits are directly related to the student's program of study, approved by the student's program director, found acceptable for graduate degree credit by the offering institution, and confirmed by an official transcript showing graduate credit earned with a minimum grade of B. All SU programs have a specific maximum transfer credit allowance; see appropriate program description.

Current students planning to earn graduate credit at another institution for possible transfer toward master's degree requirements at Salisbury University must first complete a Permission to Study at Another Institution Form and receive authorization from both the program director and registrar's representative. Students should provide a copy of the course title and description, course syllabus, and the number of semester hours of instruction, so that a decision can be made in advance regarding the acceptability of the course for transfer. In each case, the student should make certain that the course is deemed graduate level by the offering institution. No credit will be awarded for any course completed without prior approval.

Coursework earned through correspondence is not eligible for transfer. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on coursework completed at Salisbury University.

Inter-Institutional Registration

Credit earned through Inter-Institutional Registration with other University System of Maryland institutions will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at Salisbury University, and will be counted in the SU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program may register at SU using the University System of Maryland Application for Inter-Institutional Enrollment form available at the Registrar's Office. The policies and procedures for this program are also available at the Registrar's Office.

Faculty Advisory System

Upon admission to a master's degree program, students are assigned appropriate faculty advisors who help them develop a valid plan of study and, once they have met program requirements for their master's degree, recommend them for graduation to the appropriate program director.

Students are ultimately responsible for formulating plans of study which satisfy University and master's program requirements, while meeting personal and professional goals. To develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree on deviations from the prescribed programs of study, such changes must be approved in writing by the advisor and program director. Non-degree graduate students considering application to graduate degree programs are encouraged to seek advisement from the appropriate graduate program director.

Catalogue Selection

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single catalogue of the University that satisfies all of the following conditions:

1. The catalogue selected is in effect for the semester of the student's formal admission to a master's degree program, or any subsequent catalogue in force while enrollment within the program is maintained, provided it does not predate the student's year of graduation by more than seven years.
2. The catalogue selected meets all requirements imposed by external agencies.
3. The catalogue does not require the University to retain and/or provide discontinued policies, curricula, special facilities or resources unnecessary for the completion of the existing academic program.

Time Limitation

No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation. For example, a course completed in May 1994 may not be counted by a student graduating after May 2001.

Course grades remain in effect for seven years. After seven years, grades are recorded with the prefix "I" to indicate they are "Inactive" and are no longer applicable to the graduate program or calculated into students' grade point average.

Full-Time and Part-Time Enrollment Status

Full-time status during the fall and spring semester requires enrollment in a minimum of nine graduate semester hours (six hours for graduate assistants). Full-time status in the winter and summer terms requires enrollment in a minimum of six graduate semester hours.

Half-time status during the fall and spring semester requires enrollment in a minimum of five graduate semester hours. Half-time status in the winter and summer terms requires enrollment in a minimum of three graduate semester hours.

Overload requests for course loads in excess of 12 hours during the fall or spring semester, nine hours during the summer term or six hours during the winter term, must be approved by the program director.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered, unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course.

Course Numbering System: Graduate Credit

Courses at the 500 and 600 levels offer graduate credit exclusively. Some courses at the 400 level appearing in this catalogue may be taken for graduate or undergraduate credit. Graduate students enrolled in such courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the individual instructor to define the precise quality and quantity of work expected from members in their classes, both graduate and undergraduate.

Grading System

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 quality points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries no points. A cumulative grade point average of 3.0 on all graduate work taken at the University is required for graduation.

Grades will indicate academic achievement as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion

Grade	Quality Pts.	Evaluation
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/ Withdrawal Failing
R	0.0	Repeated Grade; preceding a grade denotes that the course has been repeated
I_	0.0	Inactive Grade; "I" preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The solitary symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from individual courses or from the University during the schedule adjustment period of the term or semester for which the courses were scheduled. (For specific dates, students should refer to the University's "Academic Calendar.") At the end of the schedule adjustment period, students may no longer withdraw from individual courses but must withdraw completely from the University to avoid receiving F grades. For students who withdraw completely from the University after schedule adjustment, the symbol "WP" (withdraw passing) or "WF" (withdraw failing) is assigned to each class to denote the student's achievement at the time of withdrawal. These grades are non-punitive, however, and will not be calculated in the student's grade point average.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of the students' load, and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, to or from audit, are permitted only during the drop/add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Enrollment

Excluding courses which may be repeated for additional credit, only one course may be repeated once within a student's degree program. Thus, while students may not receive credit more than once for courses which cover the same content, they may repeat one course in an effort to improve their grade point average. However, the last grade received for the course (whether that grade is higher or lower than the original grade) is used to compute the student's cumulative grade point average.

In some instances students may repeat special topics courses offered under like course codes if allowed by the department.

Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students are allowed no more than six credits below a B in their program and, excluding courses that may be repeated for additional credit, are allowed to repeat only one course to improve their grade point average

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or program director. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master's degree program. *In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal.* These student must submit the application for readmission to the Admissions Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

Appeal Process

Students may appeal decisions made under the academic policies and regulations set forth in this catalogue. Prior to initiating the appeal process, students should confer with their faculty advisor/program director. The appeal process is initiated upon the written request of the student. A classroom-related appeal is heard first by the instructor. A program-related appeal is heard by the program director. The appeal process proceeds from instructor to program director to school dean to the provost, then finally to the president.

Academic Integrity

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty.

It is each faculty member's responsibility to maintain the standards of academic honesty in all matters related to the faculty member's coursework. The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Misrepresentations include but are not limited to the following:

1. Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another.
2. Cheating on exams, tests and quizzes: the wrongful giving or accepting of unauthorized exam material and the use of illegitimate sources of information.
3. Illicit collaboration with other individuals in the completion of course assignments.
4. Use of fraudulent methods in laboratory, studio, field work or computer work.
5. Other willful and deliberate acts generally recognized as being dishonorable and dishonest.

Procedure for Handling Cases of Alleged Academic Dishonesty

STEP 1: Faculty Action

Individual faculty members deal directly with any cases of academic dishonesty which arise in the faculty member's coursework. If a faculty member suspects a student of academic dishonesty, the faculty member first advises the student of the accusation before imposing a penalty, allowing the student an opportunity to question the accusation. The faculty member may then impose an appropriate written sanction, reflecting the seriousness of the act and ranging from an informal warning to, but not greater than, the issuance of a grade of F for the course and/or removal from the course. If the faculty member issues a grade of F for the course, notification of the action must be sent to the University judicial officer. If the faculty member feels the case warrants punishment beyond the issuance of an F grade for the course and/or removal from the course, the faculty member may appeal to the University judicial officer (described in Step 3 below), provided that the faculty member requests such appeal within five calendar days of the faculty member's meeting with the student.

STEP 2: Student Action

A student who is accused of academic dishonesty by a faculty member may either accept the penalty imposed by the faculty member or request a conference with the University judicial officer in the Office of the Vice President of Student Affairs. The request for a conference shall be made within five calendar days of the student's receipt of the written sanction referred to in Step 1 above.

STEP 3: Conference with the Judicial Officer

If, in the judgment of the faculty member, the alleged act of academic dishonesty warrants extreme sanctions, the faculty member may request that the matter be brought before the University judicial officer for consideration and recommendation for disposition, as provided for in Step 1 above. Similarly, if the student wishes to appeal the decision of the faculty member (as outlined in Step 2 above), the student may request a conference with the University judicial officer for consideration and recommendation for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

STEP 4: Formal Hearing, University Judicial Board

After conferring with the University judicial officer, the faculty member or the student may appeal to the University Judicial Board within five calendar days of such conference. The University Judicial Board shall convene to consider the appeal and render a decision.

Graduate Financial Assistance

(See Financial Aid section for additional information.)

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland State Scholarship Administration (Maryland residents only) is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to students whose classification is a graduate master's degree or graduate non-degree seeking student and enrolled in at least six credit hours per semester. Graduate non-degree seeking students can only receive federal student aid for two semesters in this classification. Students applying for aid must complete the Free Application for Federal Student Aid (FAFSA) and indicate Salisbury University (title IV code of 002091) to receive the results. Students may also apply online at www.fafsa.ed.gov. Information concerning such assistance may be obtained from the Financial Aid Office.

Return of Title IV Funds Policy

The federal government's policy states that if a Title IV aid recipient (Direct Stafford Loan, Direct PLUS Loan, Carl Perkins loan, Pell Grant, SEOG) withdraws from the institution during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required. A refund worksheet is provided in Appendix C.

Graduate Assistantships

Each year Salisbury University offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waver. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

Graduate Tuition and Fees

Tuition for the 2001-02 school year, for graduate students classified as Maryland residents, is $168 per credit hour. That for graduate students classified as out-of-state residents is $336 per credit hour.

There is a facilities fee of $4 per credit hour for all graduate students.

The following additional fees, usually non-recurring, are also applicable for most graduate students: admission to graduate study, $30; on-campus parking fee (payable once annually between September 1 and August 31), $20 to $40. A penalty of $25 is charged for late registration.

It should be noted that tuition and fees are subject to change without notice by action of the Board of Regents of the University System of Maryland.

Change of Name/Student Number

Students wishing to change or correct their name, Social Security number or other biographical information should contact the Registrar's Office for current policies and procedures.

Change of Address

Students must keep the University apprised of changes to their permanent, billing and local addresses and telephones by notifying the Registrar's Office on a timely basis.

Social Security Number

All students are asked to submit their Social Security number. International students are encouraged to file for a Social Security number although they are not eligible for Social Security benefits. The Social Security number is used as a student identifier in maintaining academic and financial records. This number is included on the student's photo identification card (ID), which is solicited in connection with various University-related athletics, social and cultural events. Blackwell Library and the Commons have electronic card readers and valid identification cards are required for the use of these facilities.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Service for student employee salary reporting and state controller's debt collection procedure.

Official Withdrawal and Refund Procedures

Students are urged to note this information with care. A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or withdrawal form and submit it to the Office of the Registrar. This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin* published each term.

Application for Diploma

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. The Application for Diploma is available in the Office of the Registrar and must be completed and returned to the Registrar's Office **not later than the end of the drop/add period of the final semester before graduation.** If the student fails to file the Application for Diploma by this deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new Application for Diploma to the Office of the Registrar.

Transcripts and Certification of Completion of Degree Requirements

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Registrar's Office. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the Application for Diploma is submitted. All financial obligations to the University must be met before a transcript is issued.

Professional Certification

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education or state board of nursing for information on the particular certification requirements they may wish to meet.

Graduate Student Association

The Graduate Student Association helps to promote social, academic and professional opportunities for all graduate students at Salisbury University. The GSA also acts as a liaison between the Graduate Council (the administrative and graduate faculty governing body of graduate programs) and the graduate student body. The GSA works closely with the Graduate Council to promote quality programs and services for graduate students.

The Graduate Student Association at Salisbury University is a member of the National Association of Graduate and Professional Studies and the Association for the Support of Graduate Students. It is open to all graduate students at the University. The campus address is graduate study coordinator, Office of Admissions, Salisbury University, Salisbury, MD 21801. The e-mail address is gsa@salisbury.edu. Information on GSA meetings, activities and services for graduate students is available.

Graduate Council

The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs as related to the University as a whole. The council approves all changes in the graduate curriculum, evaluates trends in graduate education and makes recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

The Graduate Council consists of the University provost, the dean of enrollment management and the registrar or their designee (all ex officio); the program director from each graduate program; two graduate faculty members at large, elected (one each year to a two year term) by the graduate faculty from a pool that excludes members of the schools housing the current at-large members; and one graduate student appointed by the University provost.

The Graduate Council

Wayne Decker
  Graduate Council Chair
Ruth Carroll
  Nursing Department, Program Director
Charisse Chappell
  Psychology Department, Program Director
Jane Dané
  Dean of Enrollment Management, ex officio
Gregory C. Ference
  History Department, Program Director
Gary Grodzicki
  Graduate Study Coordinator, ex-officio
William Horne
  English Department, Program Director
Richard Johnson
  Music Department, at-large representative
Kent N. Kimmel
  Associate Provost, ex officio
Edward Robeck
  Education Department, M.Ed. Program Director
Susan Muller
  Physical Education Department, Program Director
Nomsa Geleta
  Education Department, M.A.T. Program Director
Avery Saulsbury
  Registrar, ex officio
Marvin Tossey
  Social Work Department, Program Director
Janine Vienna
  Perdue School, Program Director

Continuing Education

Salisbury University provides traditional and non-traditional courses to the community. The University offers flexible educational programs through day and evening courses, extension courses, non-credit courses, winter terms, summer sessions, workshops/conferences, short courses, institutes, undergraduate and graduate courses and other types of educational/experimental experiences, both on and off campus.

Goals

The goals of continuing education at Salisbury University are as follows:

1. Identify community educational needs and interests for use in new and ongoing program development.
2. Contribute to the advancement of essential skills, training, knowledge and information through the Professional Development Institute.
3. Provide educational experiences that encourage intelligent action in response to social, economic and political issues.
4. Provide opportunities to continually update and/or upgrade professional skills.
5. Provide a variety of activities relating to personal and cultural development.
6. Provide increased educational opportunities at suitable locations and hours convenient to those who may participate.

Professional Development Institute

In addition to traditional programs and courses, the University designs "contract courses" through the Professional Development Institute. These may be of short or long duration to meet the special needs of people in the public and private sector. For example, the University offers non-credit short courses in management designed to improve and expand the specific skills for directing the activities of business, government, commercial and industrial organizations. These programs have a "how to" orientation that connects management theory and management practice. Firms that need a particular course or program should contact the University to explore possibilities.

Continuing Education Units (CEU)

Salisbury University uses the Continuing Education Unit (CEU) for selected offerings in the Non-credit Continuing Education Program. The CEU is a nationally accepted method for recognizing, identifying, measuring and rewarding participation in non-credit certificate programs and special courses of varying lengths that are not part of the regular undergraduate or graduate degree programs. The CEU is defined as "10 contact hours of participation in an organized continuing education experience under responsible, sponsoring, capable direction and qualified instruction." Professional and personal growth may be assessed in this manner. Courses for which CEU credit will be awarded are designated with the CEU initials.

Institute for Retired Persons (IRP)

This program is conceived and administered by its student body of older Americans and is based on principles of self-determination and peer-teaching. The IRP promotes learning at a more leisurely pace, providing peer-teachers for encouragement and direction.

The IRP serves all participants over 50 or a retired person of any age. The program provides new courses, open forums, concerts, field trips and special programs. Retired persons interested in this new concept should contact the Registrar's Office.

Registration of Auditors And Undergraduate Non-Degree Students

Community members who have not earned a degree and wish to enroll for a limited number of undergraduate courses in the non-degree program during the academic year must register through the Registrar's Office. Undergraduate courses open to non-degree students appear in the University bulletins for the fall and spring semesters, winter terms and summer sessions. Information regarding registration procedures and deadlines is available in the Registrar's Office, 410-543-6150.

Graduate Non-Degree Students

Non-degree graduate students who have never been admitted to a graduate degree program at SU do not need to submit an application or application fee. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

A maximum of nine semester hours of credit earned prior to formal admission to a master's degree program at SU may be applied toward graduation requirements for that degree. Certain graduate courses are available only to students formally admitted to a degree program. (Refer to the individual course descriptions for more information.)

University Expenses

www.salisbury.edu/academic/finaid/costs.html

NOTE: Tuition and fees are for the 2001-2002 academic year. They may be changed and new ones established at any time by action of the Board of Regents of the University System of Maryland. Refer to the Cashier's Office for updated prices. All fees including those incurred by students for miscellaneous items such as lost library books and fines, parking fines, lost athletic equipment, telephone charges, disciplinary fines and damage to University property are also defined as "mandatory fees."

Full-Time Undergraduates Tuition and Fees

	1st Semester	2nd Semester	Total
Tuition			
Maryland Residents	$1,608	$1,608	$3,216
Non-Maryland Residents	4,336	4,336	8,672
Mandatory Fees			
Athletics	$140	$140	$280
Facilities	324	324	648
Intramural	35	35	70
Student Activities	37	37	74
Guerrieri University Center	99	99	198
Total Fees	$635	$635	$1,270
Total Tuition and Fees			
Maryland Residents	$2,243	$2,243	$4,486
Non-Maryland Residents	$4,971	$4,971	$9,942
Residence Hall Rates			
Chesapeake	$1,575	$1,575	$3,150
Chester	1,575	1,575	3,150
Choptank	1,575	1,575	3,150
Dogwood Village	1,675	1,675	3,350
International Houses	(varies for 9- or 12-month contract)		
Manokin	1,575	1,575	3,150
Nanticoke	1,575	1,575	3,150
Pocomoke	1,575	1,575	3,150
St. Martin	1,575	1,575	3,150
Severn	1,575	1,575	3,150
Wicomico	1,575	1,575	3,150

Note: Rooms designated as single occupancy are $200 more per year than those designated as double occupancy. Except for Dogwood, all above rates are based on double occupancy. The 19- or 15-meal plan is mandatory for occupants of all residence halls except Chesapeake Hall and International Houses. Residents of Chesapeake Hall and the International Houses may opt to take the 19-, 15- or 10-meal plan.

Board (Meal Plan) Rates			
19-Meal Plan (Sun.-Sat.)	$1,470	$1,470	$2,940
15-Meal Plan (Mon.-Fri.)	1,405	1,405	2,810
10-Meal Plan (Sun.-Sat.)	1,045	1,045	2,090
* 5-Meal Plan (Sun.-Sat.)	570	570	1,140
* Any 50 Meals Per Semester	361	361	722

* the five and any 50 meal plans are only available to commuting students

Total Tuition, Fees, Room and Board (Based on double occupancy residence hall rate and the 19-meal plan board rate.)			
Maryland Residents	$5,288	$5,288	$10,576
Non-Maryland Residents	8,016	8,016	16,032

Other Expenses	
Acceptance Fee	$200
Application Fees (each)	30
Applied Music Fee (per credit)	200
Art Materials Fee (per course)	40
Clinical Laboratory Science Liability Insurance	20
Field Study Fee (anthropology/history)	50
Golf Greens Fee	32
Gymnastics Fee	15
Late Payment Fee	25
Late Registration Fee	25
Lost ID Card Fee	10
Music Lab Fee	15
Nursing Liability Insurance	10
Payment Plan Fee	50
Physical Examination Fee	30
Reenrollment Fee	25
Returned Check Fee	25
Room/Board Deposit	175
Science Lab Fee	25
SCUBA Equipment Fee	150
Student Teaching Fee (per experience)	200
Vehicle Registration Fee	20-40

Graduate Tuition (per credit)

Maryland Residents	$174
Non-Maryland Residents	355
Facilities	4

Part-Time Tuition and Fees

Undergraduate Tuition (per credit)	
Maryland Residents	$135
Non-Maryland Residents	345
Graduate Tuition (per credit)	
Maryland Residents	$174
Non-Maryland Residents	355
Mandatory Fee (per credit)	
Facilities	$4

Gull Cards (Identification Cards)

All students enrolling for the first time at the University must have a Gull Card (ID) made. Continuing students use the card they have as long as they are registered students—the card is reactivated each time students enroll for classes. The Gull Card is used by students to access their residence halls, meal plans, Blackwell Library and their declining balance account funds. Once a student places money in their declining balance account the Gull Card can be used to make purchases at the Book Rack, Commons dining facility, food carts, Office of Publications, University Police, Copy Center, vending machines, laundry services and off-campus merchants who accept the Gull Card. A replacement fee of $10 is charged for lost/stolen cards and a $5 fee is charged to replace a damaged/worn card, only if the old ID is turned in at that time. Students may obtain their Gull Card by visiting Holloway Hall Room 216, Monday-Friday, 8 a.m.-4:30 p.m. For further information please call the Gull Card Office at 410-543-6053 or e-mail gullcard@salisbury.edu.

Residency Determination

Residency determination is made upon admission and/or enrollment. The complete "Policy on Student Residency Classification for Admission, Tuition and Charge Differential Purposes" is located in Appendix B.

Student Classification

For tuition and fee purposes, a full-time undergraduate student is a student taking 12 or more credit hours each semester. Any student (regardless of classification or designation) taking 12 or more credit hours a semester is required to pay the full-time tuition and fees listed. A part-time student is a student taking 11 or fewer credit hours per semester for undergraduate or graduate credit. Any student (regardless of classification or designation) taking 11 or fewer credit hours a semester is required to pay the part-time tuition and fees itemized.

Students taking courses for audit or pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

Room and Board

Those students who have made residence hall reservations must claim their room no later than 5 p.m. on the day preceding the first day of classes. Students arriving after this date who wish to hold their room reservations may do so by notifying the Office of Housing and Residence Life no later than 5 p.m. on the day preceding the first day of classes.

Explanation of Fees

Athletics

Full-time students pay an athletics fee of $280 per academic year. Funds from this fee are assigned to the Department of Intercollegiate Athletics and are used in implementing a well-rounded athletics program at the University. Athletics fees offset expenses incurred in the purchase of consumable supplies for varsity sports, the transportation of athletics teams, payment for athletics officials and numerous other services.

Facilities

All full-time students pay $648 per academic year and part-time students pay $4 per credit hour per semester toward construction costs (both principal and interest) for major renovation and/or construction projects not funded by the State of Maryland.

Guerrieri University Center

All full-time students contribute $198 per academic year to fund the Guerrieri University Center programs and operations.

Intramural

Full-time students pay an intramural fee of $70 per academic year. The Office of Campus Recreation uses these funds to implement a well-rounded intramural program at the University.

Student Activities

All full-time students pay a fee of $74 per academic year to meet expenses in connection with various social functions, student publications, dramatic productions and the other duly authorized student activities which take place during the academic year.

Motor Vehicle Registration

Students who operate motor vehicles on the University campus must register these vehicles with the Parking Services Office, located in the University Police Building, and pay a $20-40 per year parking fee. Parking permits are non-transferable. **Freshman resident students are not permitted a vehicle on campus.**

Readmission

All students seeking readmission to the University pay a nonrefundable readmission application fee of $30, which is not applied to the tuition and fee bill.

Additional Expenses

Books and Supplies

Books and classroom supplies may be purchased at the University bookstore, the Book Rack. Expenses will vary with the cost of books and other materials required for particular courses.

Special Courses

Certain courses require enrolled students to pay additional fees for special services and/or materials. All special course fees will be assessed and collected through normal student accounts receivable procedures. **No fees should be paid directly to academic departments or individuals.**

Payments and Adjustments

Advance Payments

Candidates seeking admission to the University must pay a **nonrefundable** $30 application fee when they submit the Admission Application. The application fee is not applied to any tuition or fees. After evaluation and review by the Admissions Office, the candidate is notified of status regarding admission. If accepted for admission, the student will receive (with the acceptance letter) a bill for an advance payment of $200, payable immediately, to assure the student placement in the appropriate class at time of entry. The $200 advance payment is nonrefundable but will be applied toward payment of the total tuition and fees which are due before the first day of classes. If the student fails to register, the $200 advance deposit is forfeited at the close of the late registration period as set forth in the official University calendar.

Students offered housing must pay an advance room and board deposit of $175 or greater to guarantee their room and board reservations for the next academic year. This deposit will be applied to the total bill during the second semester of the year; the contract is for the entire academic year (two semesters).

Students may cancel room and board reservations by petitioning for release from their contract. The petitions must be in writing to the director of housing and must be received prior to May 1 for the fall semester. For first-time students applying for the spring semester, the deposits are refundable if requested by December 1. The Housing/Residence Life Office will replace the petitioner with a student from the waiting list if possible. If not, the petitioner will forfeit the deposit, as well as incur a surcharge of $200.

Payments to the University

Student tuition and fees are due and payable to the University prior to the beginning of each semester on or before the date shown on the bill. Payment of tuition and fees by mail is encouraged. Students who do not observe the payment due date specified on the bill for any academic term are administratively dismissed from the University and are dis-enrolled from all of the classes for which they are preregistered.

Payment may be made by cash, check, money order or credit card. Checks and money orders should be payable to Salisbury University. Credit cards which may be used for payment of the semester bill are VISA and MasterCard. Credit card authorizations for payment are not accepted over the telephone; Salisbury University requires the cardholder to be present or to sign a payment authorization. The mailing address for payments and payment authorizations is Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195. Payments may also be made in person at the Cashier's Office, Holloway Hall Room 219, Monday-Friday between the hours of 8 a.m.-4:30 p.m. Billing statements that reflect a zero or credit balance must be returned for processing. It is not assumed that a student will be attending the University. Bills must be processed through the Cashier's Office to confirm attendance or the cancellation of the student's class schedule will occur. A late fee of $25 will be assessed for any billing statement processed after the published processing deadlines.

Tax Relief Act of 1997

Two new post-secondary education tax credits have been included as a part of the Taxpayer Relief Act of 1997: the Hope Scholarship Tax Credit (effective January 1, 1998) and the Lifetime Learning Tax Credit (effective July 1, 1998). These laws may allow a tax credit for some higher education expenses. To ascertain whether or not a student qualifies for this benefit, it may be advisable for the student and/or parent to consult a tax professional; the University cannot provide students and/or parents with tax advice.

Returned Checks

Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to Salisbury University by the bank as "unpaid" (this includes checks on which payment has been stopped) must be paid within seven days of the University's notification to the student. If restitution has not been made within the allotted time, the maker of the check may be subject to prosecution. A $25 returned check fee is charged by the University (in addition to the face value of each check) to cover the costs of handling returned checks.

Should it become necessary to remand a debt to the Central Collection Unit of the State of Maryland, a collection fee of 17 percent or greater will be imposed and added to the principal balance. **The University reserves the right to deny services to any student who has an account in arrears. This may include, but not be limited to, denial of registration and transcript privileges.**

Eligibility for Refunds

To be eligible for any type of refund, a withdrawing student must do the following:

1. Submit a completed withdrawal form to the Office of the Registrar.
2. Notify the Office of Housing and Residence Life (if a resident student) of room cancellation.
3. Turn in the student ID card to the Identification Office.

No refund will be processed unless the student complies with the withdrawal procedures stated above.

Refunds are based on the date on which the withdrawal form is filed with the registrar. Failure to file the official notification will result in a forfeit of all right to refund. No withdrawals will be backdated. Students whose housing contracts and meal plans are terminated for disciplinary reasons are not eligible for refunds. Students dismissed by the University for disciplinary reasons are not entitled to any tuition or fee refunds.

The cost of repairs and/or replacement of any University property damaged by the student will be deducted from any refunds due the student. Damaged property will be inspected by the Physical Plant Office and a determination will be made of repair or replacement costs prior to any refund. Students also will be liable for common area damage assessed by the Office of Housing and Residence Life at the end of each semester.

Refund Policy

Refunds are made based on the following criteria, except for aid recipients who fall under the Return of Title IV Funds Policy guidelines which may be found in the Financial Aid Information section of this catalogue:

1. Students who withdraw from the University by the end of the official drop/add period for each session receive a refund of all tuition, fees, room and board except the $200 acceptance fee for new students, the $175 advance room deposit, a $200 breach of contract fee if a replacement cannot be found for a terminated housing contract, the per meal rate for meals eaten prior to a board plan's being dropped, and a $50 administrative fee.
2. Those who withdraw from the end of the official drop/add period through the 14th calendar day of classes receive a refund of 80 percent of tuition, room and board. No fees shall be refunded.
3. Students who withdraw from the 15th calendar day until the end of the third week of classes receive a refund of 60 percent of tuition, room and board. No fees shall be refunded.

4. Students who withdraw during the fourth week of classes receive a refund of 40 percent of tuition, room and board. No fees shall be refunded.
5. Students who withdraw during the fifth week of classes receive a refund of 20 percent of tuition, room and board. No fees shall be refunded.
6. Students who withdraw after the end of the fifth week of classes receive no refund of tuition, room or board.

Individuals who change their schedules from full-time to part-time status during the official drop/add period of the University will be entitled to credit based on the difference between the full-time tuition and fee charge and the part-time per credit hour tuition and fee charge.

The University refund policy is effective for students who withdraw from all courses and for those who drop courses by the end of the official drop/add period. It is not effective for students who withdraw from a portion of their scheduled courses during the schedule adjustment period. It also does not apply to the self-supporting terms (winter and summer). Questions regarding refunds should be directed to the Cashier's Office. Appeals for exceptions to this policy must be in writing to the Office of the Vice President of Administration and Finance, Holloway Hall Room 228, Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195.

Financial Aid

www.salisbury.edu/academic/finaid/

NOTE: Students applying for aid from Salisbury University who are eligible to apply for the Federal Pell Grant are required to do so before aid from the University will be awarded.

General Information

What is Financial Aid?

Financial aid is any grant, scholarship, loan or paid employment offered for the express purpose of helping a student meet educationally related expenses. Such aid is usually provided by or through federal and state agencies, foundations, corporations, and the colleges and universities themselves. Grants and scholarships are regarded as "gift" assistance and need not be repaid although they may carry certain provisions.

Loans are usually offered at low interest rates and can be repaid over an extended period after the student leaves the institution. Where aid is offered in the form of a job, the student is paid an hourly rate for work actually performed.

The amounts and types of financial aid that students receive are determined through federal, state and local guidelines, and are offered to students in combinations or "packages" designed to fit applicants' financial needs.

What is Financial Need?

Financial need is the dollar-amount difference between the funds students can provide and their University expenses. Salisbury University expects students and their parents to contribute to the fullest of their ability from income and assets in meeting University expenses. Financial aid is designed to supplement, but not replace, these primary resources. Therefore, the University's aid programs are based on the financial need of families. It is students' responsibility to apply for any additional scholarship for which they may be eligible.

Eligibility Requirements And Procedures

To be eligible to apply initially for financial aid, students must meet the following criteria:

1. Be matriculated (formally admitted to the University).
2. Be enrolled in a degree-seeking program of study.
3. Be enrolled for at least part time.

Once students are studying at Salisbury University and wish to reapply for financial aid, they must meet the qualifications below:

1. Remain matriculated.
2. Remain enrolled in a degree-seeking program of study.
3. Continue making satisfactory academic progress.

All students must reapply every year for continuation of financial aid, and are required to report to the Financial Aid Office any new scholarships, loans, grants and earnings from employment not recorded on the original, initial financial aid application. This information is used to reassess students' financial needs and if needs are reduced, aid will be reduced accordingly. When aid must be reduced, the Financial Aid Office attempts to adjust the amount students will receive for the upcoming semester in that semester. But in cases where such adjustments cannot be made in time and students receive aid in excess of assessed need, the University bills students in the amount of the overaward.

Students who receive financial aid are notified in an award letter and must, in turn, notify the Financial Aid Office that they accept the aid awarded. Students who do not notify the office of their acceptance of aid awarded by the date indicated in the award letter are subject to aid cancellation.

Graduate Financial Assistance

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland State Scholarship Administration (Maryland residents only) is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to students whose classification is a graduate master's degree and are enrolled in at least six credit hours per semester.

Graduate Assistantships

Each year Salisbury State offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waver. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

Return of Title IV Funds Policy

The federal government's policy states that if a Title IV aid recipient (Direct Stafford Loan, Direct PLUS Loan, Carl Perkins loan, Pell Grant, SEOG) withdraws from the institution during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required. A refund worksheet is provided in Appendix C.

Application Procedures For University Financial Aid Programs

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA) indicating that Salisbury University (Title IV Code 002091) is to receive the information. Students may also apply online at www.fafsa.ed.gov. They may be asked to submit signed and dated copies of students' and parents' income tax forms from the previous year, as well as any other relevant information required by the Financial Aid Office. In addition, students who have attended another postsecondary (after high school) educational institution must submit a Financial Aid Transcript from each school, regardless of whether or not aid was received. No application will be considered complete until all of these forms are received by the Financial Aid Office.

The University's financial aid deadline is March 1 for the following academic year. Students may apply as early as January 1 but no later than six weeks in advance of the deadline date. This allows time to process the FAFSA and have the results forwarded to the Financial Aid Office. Applications received after March 1 will be processed on a first-come, first-served basis. Although incoming freshmen and transfer students are not offered financial aid until they have been formally admitted to the University, they must meet the same application deadline. Immediate processing of new applications or announcements of results prior to the beginning of the school year cannot be assured; therefore, an alternate arrangement for bill payment should be made. If funds are still available, cases will be processed during the school year.

Disbursement of Financial Aid

Confirmed aid recipients who preregister (thereby generating an early bill) will receive financial aid credit directly on the statement of fees. Any balance still due the student after all charges have been deducted will be disbursed to the student as a refund check during the **first week of the classes each semester.**

Recipients who must register in person (thereby generating a bill at the time of registration) will receive any refund amount due after all charges have been deducted after the **first** month of classes (allow 40-60 days). Adjustments require additional time.

If the financial aid amount credited (or refunded) includes a Federal Carl Perkins Loan (FCPL), the recipient **MUST** sign the appropriate loan forms in the Business and Finance Office during the first full week of classes each semester. Recipients with FCPL credit who either receive no refund or have a "0" balance also **MUST** sign the loan forms before the end of the first full week of classes each semester. Each loan disbursement/credit requires a signature as receipt of the FCPL amount. Loan forms must be properly completed and signed by the deadline or the FCPL credit will be withdrawn and the recipient will be responsible for the FCPL amount previously credited. Students who do not have their bills cleared and finalized run the risk of having their classes canceled and permission withdrawn for registering the following semester.

Financial Aid Satisfactory Academic Progress Policy

Undergraduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Progress" for students receiving financial aid. This means the Financial Aid Office is required to evaluate all recipients' progress toward obtaining a degree. Should students fail to meet the requirements, they will be ineligible to participate in the following programs: Federal Pell, Federal Carl Perkins, Federal SEOG, Federal Work Study, state grants/scholarships, Federal Direct Stafford loan, Direct PLUS loan and Salisbury University Grant. If students fall below the minimum satisfactory progress requirements they may opt to attend the University's mini-session immediately following the semester. If students obtain satisfactory progress, they will be reconsidered for financial aid. To be making satisfactory progress, students are required to complete a minimum number of credits, maintain a minimum cumulative grade point average and obtain their undergraduate degree within 180 attempted hours as outlined below.

Full-Time Undergraduate Students

Below are the minimum credits and cumulative grade point averages required to be making satisfactory academic progress for full-time students:

Number of Full-Time Semesters Attempted	Minimum Credits Required	*Minimum GPA Required
1	12	*1.75
2	24	*1.75
3	36	2.00
4	48	2.00
5	60	2.00
6	72	2.00
7	84	2.00
8	96	2.00
9	108	2.00
10	120	2.00

Part-Time Undergraduate Students

Below are the minimum credits and cumulative grade point averages required to be making satisfactory academic progress for part-time students:

Number of Part-Time Semesters Attempted	Minimum Credits Required	*Minimum GPA Required
1	6	*1.75
2	12	*1.75
3	18	*1.75
4	24	*1.75
5	30	*1.75

6	36	2.00
7	42	2.00
8	48	2.00
9	54	2.00
10	60	2.00
11	66	2.00
12	72	2.00
13	78	2.00
14	84	2.00
15	90	2.00
16	96	2.00
17	102	2.00
18	108	2.00
19	114	2.00
20	120	2.00

* if you have junior standing you must have a minimum 2.0 GPA

Maximum Time Frame Required to Obtain an Undergraduate Degree

The federal government requires schools to set a maximum time frame in which an undergraduate student is expected to finish his/her academic program. A student is allowed to have attempted 150 percent of the required credits for an undergraduate degree. The published length for a student to obtain his/her degree is 120 credits at SU therefore the maximum time frame cannot exceed 180 attempted hours. All credits that a student attempts (fall/spring semesters and/or winter/summer terms) at SU and/or credits transferred to SU are included in this calculation. (Ex. John Doe has 30 credits that transferred to and had registered for 15 credits at SU for the fall 2000 semester but only obtained 12 credits at the conclusion of the fall 2000 semester. His attempted credit hours are 45.)

Graduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Progress" for students receiving financial aid. This means the Financial Aid Office is required to evaluate all recipients' progress toward obtaining a degree. Should students fail to meet the requirements, they will be ineligible to participate in the William D. Ford Federal Direct Loan Program and state grants/scholarships. If students fall below the minimum satisfactory progress requirements they may opt to attend the University's mini-session immediately following the semester. If students obtain satisfactory progress, they will be reconsidered for financial aid. To be making satisfactory progress, students are required to complete a minimum number of credits (as determined by the number of semester hours for which the student has attempted on the last day of the drop/add period of each semester), maintain a minimum cumulative grade point average and obtain their graduate degree within a maximum attempted credit hours time frame as outlined below.

Full-Time Graduate Students

Below are the minimum credits and cumulative grade point averages required to be making satisfactory academic progress for full-time students:

Number of Full-Time Semesters Attempted	Minimum Credits Required	Minimum GPA Required
1	9	3.00
2	18	3.00
3	27	3.00
4	36	3.00

Part-Time Graduate Students

Below are the minimum credits and cumulative grade point averages required to be making satisfactory academic progress for part-time students:

Number of Part-Time Semesters Attempted	Minimum Credits Required	Minimum GPA Required
1	6	3.00
2	12	3.00
3	18	3.00
4	24	3.00
5	30	3.00
6	36	3.00

Maximum Time Frame Required to Obtain a Graduate Degree

The federal government requires schools to set a maximum time frame in which a graduate student is expected to finish his/her academic program. A student is allowed to have attempted 150 percent of the required credits for a graduate degree. All credits that a student attempts (fall/spring semesters and/or winter/summer terms and/or credits transferred to SU) are included in this calculation. The published length for a student to obtain his/her degree varies according to the degree sought. See below:

Degree Sought	Published Length of Program	Maximum Attempted Hours
M.A.T.	39 credits	59 credits
M.Ed.	33 credits	50 credits
M.Ed in School Admin.	33 credits	50 credits
M.S. Social Work	61 credits	92 credits
M.S. in AHPH	36 credits	54 credits
M.A. in English	33 credits	50 credits
M.A. in English (TESOL)	51 credits	76 credits
M.S. Social Work	61 credits	92 credits
M.A. in History	30 credits	45 credits
M.S. in Nursing	43 credits	65 credits
M.B.A.	30 credits	45 credits
M.B.A. Accounting Track	33 credits	50 credits

(Ex. John Doe has three credits that transferred to and had registered for 12 credits at SU for the fall 2000 semester but only obtained 9 credits at the conclusion of the fall 2000 semester. His attempted credit hours are 15.)

Financial Aid Programs

Federal Grants and Loans

Federal Pell Grant

The Federal Pell Grant is an "entitlement" program for first-time bachelor's-degree candidates. Degree-seeking students are eligible to apply for the grants ranging from $200 to $3,750 depending on the federal formula. The grant is awarded by the federal government, not Salisbury University. Applications are available from the Financial Aid Office or high school guidance counselors. All students applying for financial aid from SU are required to apply for the Federal Pell Grant. The Free Application for Federal Student Aid (FAFSA) may be used to apply for the Maryland State Scholarships, campus-based aid and the Federal Pell Grant.

William D. Ford Federal Direct Student Loan Programs

Salisbury University participates in the William D. Ford Federal Direct Student Loan Programs (Direct Loan) which replace the Federal Family Student Loan Programs (Stafford Loans).

The Direct Loan enables degree-seeking students enrolled in at least six credit hours to borrow money directly from the federal government rather than private lending institutions (i.e., banks, credit unions). Loans can easily and quickly be obtained by submitting the Free Application for Federal Student Aid (FAFSA) and signing a Promissory Note. Undergraduate students can borrow up to $2,625 per annum for the freshman year, $3,500 for the sophomore year and $5,500 for the third through fifth year. Graduate students can borrow up to $8,500 per annum. The interest rate is capped at 8.25 percent with repayment beginning six months after recipients drop below six credits.

Parents also may borrow through the William D. Ford Federal Direct PLUS Program by completing the Direct Parent Loan Application and Promissory Note and submitting them to Salisbury University for certification. SU will electronically send the information to the Department of Education which will approve the loan provided the parents do not have adverse credit history. Parents may borrow up to the cost of attendance at the institution minus other estimated financial assistance for the student. Repayment begins 60 days after the loan is disbursed.

Information on the William D. Ford Federal Direct Student Loan Programs is available in the Financial Aid Office.

University Aid Programs

Federal Supplemental Educational Opportunity Grant (FSEOG)

These are outright grants of up to $4,000 for undergraduate, first degree-candidates with exceptional financial need. These grants do not have to be repaid.

Federal Carl Perkins Loan (FCPL)

This program provides up to $15,000 on a loan basis to undergraduate students who are enrolled at least half time and have demonstrated exceptional financial need. There is no interest charge on this loan as long as the borrower continues in at least a half-time student status. (Loans range from $200 to $3,000 per year for undergraduates.) Repayment begins nine months after graduation or withdrawal from school. Students may be allowed up to 10 years to repay the loan, based on the amount borrowed. The interest rate is 5 percent per annum on the unpaid balance. Repayment may be deferred while students are enrolled on at least a half-time basis or serving in the military, Peace Corps or VISTA. Special education teachers and teachers in designated economically deprived areas may receive up to 100 percent cancellation for teaching over a period of five years. A borrower who is temporarily disabled, or whose spouse is temporarily totally disabled and requires the borrower's care, may defer payments for up to three years.

Federal College Work Study (FCWS)

The Federal College Work Study Program provides jobs on and off campus to degree-seeking students with demonstrated financial need. These jobs are usually assigned as part of the financial aid package. If possible, students are employed in positions related to their academic major or special interest. Students receive minimum wage and are paid every two weeks for hours worked.

Salisbury University Grant

The Salisbury University Grant is for full-time, degree-seeking undergraduate students who have established financial need by completing the Free Application for Federal Student Financial Aid. These grants are usually awarded in combination with other financial aid awards, considering academic performance and financial need.

Veteran's Benefits

Financial aid is available for veterans and their dependents who are eligible for GI benefits. These benefits are implemented by the Salisbury University Office of Veteran Affairs, located in the Registrar's Office.

Work Experience

Campus employment is available through the Work Experience Office. Students can apply for jobs without having to apply for financial aid and are hired based on job availability and skills.

Maryland State Scholarship Programs

State Scholarships

The State of Maryland each year awards **Guaranteed Access grants, Educational Access grants, House of Delegates** and **Senatorial scholarships** to legal residents of the state. To apply, students need to complete the FAFSA. The application deadline is March 1 for the following academic year.

Maryland State Nursing Scholarship Program

This program provides financial assistance to full- or part-time nursing students. Students must have a 3.0 grade point average, on a 4.0 scale, from high school or in nursing postsecondary coursework, to be considered for the scholarship. All applicants must be residents of Maryland and must attend a Maryland college or university.

Recipients are competitively selected by a panel of experts on the basis of the following criteria: an acceptable high school or college grade point average, a letter of recommendation, a personal essay stating why the student has chosen the nursing profession and evidence of active participation in nursing.

Awards are for the cost of tuition and fees up to $2,400 per academic year for full- or part-time study. A student must be enrolled for at least six credit hours to qualify as part time. Each award is renewable on an annual basis up to a maximum of $9,600.

Recipients are required to serve one year on a full-time basis for every year or portion thereof in which they receive assistance. Awards are offered for up to four academic years for full-time students and up to eight for part-time students.

Applications are available from the Department of Nursing or the Maryland State Scholarship Administration, 16 Francis Street, Annapolis, MD 21401.

Scholarships for Entering Freshmen

Art Department Scholarships

The Art Department offers a limited number of merit-based scholarships each year to accepted full-time freshmen or transfer students majoring in art. Scholarships are available with the opportunity to renew the following year.

Bank of America Scholarship

The Bank of America scholarship provides funds to full-time students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Bentley Scholarships

The Music Department offers the Nettie C. Bentley Scholarships which are available, on a competitive basis, to students who are accepted or previously enrolled as candidates for the B.A. in music at Salisbury University. Scholarships of $350 to $700 are awarded annually. To qualify for consideration, applicants must audition according to the Music Department requirements for the B.A. degree. Evidence of academic achievement is assessed through evaluation of applicants' high school or college/university transcripts. Applicants must submit an essay of not more than 500 words discussing career goals in music, and two sealed letters of recommendation from individuals qualified to assess the students' musical abilities. The application deadlines coincide with the deadline for department entrance auditions or March 14, whichever comes first. Students may reapply annually.

Brunkhorst Nursing Scholarship

The Brunkhorst Nursing Scholarship recognizes an academically gifted incoming freshman who has outstanding potential for a career in nursing. The scholarship is awarded to a student with a minimum 3.0 grade point average and demonstrated financial need as determined by the FAFSA. Priority will be given to those who are permanent residents of the Eastern Shore of Maryland. The scholarship award is $500 per year for up to four years.

The recipient is selected by the Department of Nursing Student Policies Committee. Information is available from the Department of Nursing.

Byron Scholarship

These scholarships assist deserving students from Dorchester County, MD, who demonstrate leadership qualities, entrepreneurial inclination, a desire to pursue a degree from Salisbury University and the wish to return to Cambridge some of the benefits of their education. This award is not necessarily given on the basis of high scholastic rank or financial need. Details may be obtained from the Admissions and Financial Aid offices.

Cahall Scholarship

The Clifford and Elizabeth Cahall Scholarship was established by Sam and Lynn Seidel in honor of Lynn Seidel's parents, Clifford and Elizabeth Cahall. The $500 scholarship is awarded to a Sussex County, DE, high school graduate. Although any Sussex County graduate is considered, first priority is given to a graduate of Indian River High School and second priority is given to a graduate of Sussex Central High School.

The scholarship is awarded annually to a student with a minimum 3.0 grade point average. Class rank, SAT scores and financial need are considered. Provided recipients maintain a 3.0 grade point average, the scholarship will continue throughout the four years at SU. The selection committee from the Admissions/Financial Aid offices determines the applicant pool and the recipient by March 1 of each year.

Cannon Scholarship

The Elizabeth Cannon Memorial Scholarship is a $750 per year award for entering freshmen who have excelled academically in high school. Priority is given to a high school graduate with a genuine need for financial assistance from Caroline County or the other eight Eastern Shore counties in Maryland.

For consideration, students must apply for admission to the University by February 1. Applicants who meet the scholarship criteria are informed of their eligibility by the dean of enrollment management.

The scholarship may be renewed for a maximum of four years, provided the student maintains a 3.3 grade point average each semester.

Christopher Scholars Program in Education

The Christopher Scholars Program provides scholarships to full-time students majoring in education with a 3.25 minimum grade point average in high school and/or a junior professional program student with a minimum 3.5 cumulative grade point average who has financial need (established by completing the Free Application for Federal Student Aid by March 1). The scholarship may be renewed provided the recipient remains an education major with a minimum 3.3 grade point average and has continued financial need.

Coca-Cola Scholarship

The Coca-Cola Foundation has established a $1,000 scholarship to be awarded annually to a student who may come from a disadvantaged background, is a first generation college student, shows potential for overcoming personal obstacles in the pursuit of higher education and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 2.5 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Durr Memorial Scholarship

The Frederick R.E. Durr Memorial Scholarship, in the amount of $500 per student, is awarded to two students pursuing majors in the Perdue School of Business. The scholarship is initially awarded to an incoming freshman with an SAT score of at least 1250 and an overall high school grade point average of 3.25 or better. Extracurricular activities also are considered. Renewal for succeeding years is based on continuing in the Perdue School major and maintaining a 3.0 or better grade point average. This award was established in memory of Dr. Frederick R.E. Durr, the second chair of the former Department of Business Administration and Economics at SU.

Elmore Scholarship

The Margaret Johnson Elmore Nursing Scholarship recognizes academically gifted pre-nursing/nursing majors who demonstrate potential for professional nursing leadership and service. Criteria for eligibility are "scholastic ability" first and "financial need" second.

Recipients must be residents of Accomack or North Hampton counties, VA, and must maintain an SU grade point average of 2.5 each academic year. Priority is given first to full-time freshman pre-nursing majors with cumulative high school GPAs of 3.0 on a 4.0 scale and combined SAT scores of 1000 or greater (recipients must be granted and accept admission to the nursing program for the first semester of their junior year to maintain scholarship eligibility; receipt of said scholarship does not ensure admission to the nursing program); second to full-time junior nursing majors admitted to the nursing program; and third to full-time senior nursing majors in the final year of the nursing program.

Letters of application should be submitted to the Margaret Johnson Elmore Scholarship Committee with two letters of recommendation and a written statement by the applicant of financial need. The committee awards scholarships annually for up to four years. Information is available from the Department of Nursing.

France-Merrick Foundation Scholarship

This scholarship has been established to assist students who are Baltimore City residents and intend to major in education as full-time students. The scholarship recipient will be expected to perform their student teaching internship in Baltimore City public schools. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Fulton Scholarship

The Charles R. and Martha N. Fulton School of Liberal Arts awards a number of $2,000 and $3,000 scholarships based on outstanding scholastic achievement to entering freshmen. To be considered for an award a student must declare a major in one of the departments of the Fulton School and have a grade point average of 3.25 and an SAT score of at least 1250. Awards are renewable each year, provided the student remains a major in a liberal arts department and maintains a 3.3 grade point average.

Gary C. Gimbert Memorial Scholarship Fund

The Gary C. Gimbert Memorial Scholarship is a $1,000 award to incoming Perdue School freshmen with financial need, high school grade point averages of at least 2.5 and SATs of at least 1200. Continuance is for four years as long as recipients maintain a major in the Perdue School, at least a 2.5 grade point average and demonstrate financial need.

Guerrieri Scholarships

The Alan and Patti Guerrieri Scholarship fund provides academic scholarships for first-time freshmen entering the University. Minimum requirements are a 3.25 grade point average and a score of 1250 on the SAT. Scholarships range from $1,000 to $2,000 per year and do not exceed four years. Recipients must maintain a 3.0 grade point average for continuation.

Henson Scholarships

The Richard A. Henson School of Science and Technology annually awards three scholarships to incoming freshmen (one for $3,000 and two for $2,000). Students must declare a major in one of the departments of the Henson School and must have a record of accomplishment and service (minimum high school grade point average of 3.3 and SAT score of 1230 for the $2,000 award and a grade point average of 3.5 and SAT score of 1310 for the $3,000 award).

Two additional $2,000 scholarships are awarded annually to juniors in the Henson School (transfer students entering their junior year are eligible to apply for these awards). To qualify, students must have a minimum grade point average of 3.3 and must receive recommendations from the department of their major (transfers must have three letters supporting their applications).

Henson Scholarships are renewed each semester provided that the awardees remain in the Henson School and maintain a minimum grade point average of 3.3 for the $2,000 scholarship or 3.5 for the $3,000 scholarship.

Thomas E. Bellavance Honors Scholarship

This scholarship in memory of President Thomas E. Bellavance (1980-95) is made to an incoming freshman with outstanding credentials. To apply for the scholarship a student must apply for admission to the University by February 1 with an intention of participating in the Bellavance Honors Program. The scholarship is renewable with maintenance of a 3.3 grade point average and continued enrollment as a Bellavance scholar. The recipient is selected by the director of the Honors Program.

Johnson Scholarship in Education

A $600 Evelyn E. Johnson Scholarship is given to a female resident of Dorchester County who is majoring in education. The initial scholarship is awarded to a freshman and may be renewable for the entire four-year period provided the student maintains the standards developed by the Financial Aid Office and the Seidel School of Education and Professional Studies. The decision is made by the dean of the Seidel School.

Kane Memorial Scholarship

The Martin Kane Memorial Scholarship is a one-year scholarship awarded annually in memory of Martin Kane to an entering Wicomico County freshman who has excelled academically in high school, has demonstrated a desire to serve his or her community and has some financial need.

To apply for the scholarship students must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

James G. Keifer Scholarship

The Keifer Scholarship provides scholarship(s) to students majoring in education who are graduates of Wicomico County high schools. Preference will be given to those students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and have a 2.5 GPA, full-time attendance and demonstrated financial need. The selection committee from the Admission and Financial Aid offices will determine the applicant pool and recipient(s).

Loats Foundation Scholarship

The Loats Foundation Scholarship provides funds annually to full-time students who are residents of Frederick County, Maryland, demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. Preference is given to students majoring in nursing or education who have a 2.5 GPA. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Metzger Scholarship

The Jack Metzger Scholarship Fund is made available by the American Legion Post 278 of Kent Island, MD. Priority for the $1,000 scholarship goes to a freshman from Kent Island with second priority being a freshman from Queen Anne's County, MD.

To apply, students must apply for admission to the University by February 1. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Mid-Shore Community Foundation Scholarship

The Mid-Shore Community Foundation Scholarship provides funds to students from Kent, Queen Anne, Caroline, Talbot and Dorchester counties who are full-time, matriculating students who demonstrate financial need, as determined by the Free Application for Federal Student Aid. the scholarship may be renewed provided satisfactory academic progress is maintanined and financial need is continued. The selection coommittee from the Admissions and Financial Aid offices will determine the recipients by April 1.

Miller Memorial Scholarship

The Heather Clair Miller Memorial Scholarship for $1,000 benefits a female graduating senior from a Wicomico County, MD, public high school and, when appropriate, a female graduating senior from a high school in Worcester, Dorchester or Somerset counties. The recipient(s) must show academic promise, involvement in student activities, community service and financial need as determined by the Free Application for Federal Student Aid. The scholarship is renewable for three additional years provided the student maintains a minimum 3.0 GPA. The selection committee from the Admissions and Financial Aid offices will determine the applicant pool and recipient. The next time the scholarship will be awarded is the fall of 2002.

Nock Memorial Scholarship

The Mary L. Nock Memorial Scholarship provides $1,000 to an entering freshman who has excelled academically, is a graduate from a Wicomico County, MD, high school and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 3.3 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient. The next scholarship will be available in the fall of 2001.

Non-resident Tuition Reduction For Nursing Students

This program seeks to attract out-of-state students to the pre-nursing and nursing programs in Maryland's four-year public institutions and to reduce the shortage of nurses in Maryland by requiring participants to work in a Maryland hospital or related institution for at least four years on a full-time basis upon completion of their nursing degree. The amount of assistance is the difference between the amount of tuition paid by an out-of-state student and the amount paid by an in-state student at the same four-year public institution in the same educational program for the identical number of credit hours. Information is available from the Financial Aid Office.

Patt Scholarship

The $500 Gerald and Bette Jane Patt Scholarship is available to incoming freshmen majoring in communication arts. Recipients may qualify for renewal of the scholarship if appropriate academic standards, including a 3.0 grade point average, are met. Information is available from the Department of Communication Arts.

Perdue Scholarships

The Franklin P. Perdue School of Business awards a number of four-year scholarships based on outstanding scholastic achievement to entering freshmen. For consideration, students must have a combined SAT score of at least 1250 and a high school grade point average of 3.3 or higher. These minimum qualifications place them in a pool where they are then judged competitively. Recipients must maintain a 3.3 or better grade point average, complete at least 30 credits per year and pursue one of the majors in the Perdue School of Business.

Presidential Scholarships

Each year the University awards scholarships to entering freshmen who have shown outstanding academic performance in high school, have excelled on the SAT and have established a record of participation and leadership in extracurricular activities. Applicants must meet the minimum criteria for scholarship consideration, which includes a score of 1250 on the SAT or equivalent on the ACT and a 3.25 grade point average. Students offering talent in the arts, leadership qualities or diversity may also be considered.

To apply, students must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Information is available from the dean of enrollment management.

Robertson Scholarship for Liberal Arts

A $250 Thelma B. Robertson Scholarship has been established to provide an annual award to an entering freshman in the Fulton School of Liberal Arts. The recipient is determined by the dean of Fulton School of Liberal Arts.

Salisbury Rotary Club Award

This $500 scholarship is awarded to two students pursuing one of the majors in the Perdue School of Business. It is awarded initially to an incoming freshman who has graduated from a high school in Wicomico, Worcester, Dorchester or Somerset counties; has shown evidence of financial need; has an overall high school grade point average of 3.0 or better and has attained a competitive combined score on the SAT. Renewal for succeeding years is based on continuing in the Perdue School major and maintaining a 3.0 or better grade point average.

Salisbury University Alumni Scholarship

The Salisbury University Alumni Association has established a four-year scholarship equivalent to $2,000 for each academic year the student is enrolled. Minimum qualifications are a combined SAT score of 1250, a high school grade point average of 3.50 in academic subjects and demonstrated participation in extracurricular activities. Students admitted by February 1 are screened by the Admissions and Financial Aid offices. This information is forwarded to the Alumni Association Scholarship Committee, which selects the recipient.

Seidel Scholars Program in Education

This $1,000 scholarship was established to aid in the recruitment, admission and retention of students in the Seidel School of Education and Professional Studies. Applicants must have a minimum SAT score of 1250 and a 3.25 grade point average. Awards may be renewed, provided the performance standards of the Seidel Scholarship are maintained. A selection committee established by the donor makes the final decision.

Seidel-Wicomico High School Scholarship in Education

The Wicomico High School Scholarship in Education was established by the generosity of Samuel Seidel. This scholarship gives preference to students who are four-year graduates of Wicomico High School, finished in the top 25 percent of their class, with a 3.0 GPA or better and declare a major in education. The recipient may continue to receive this scholarship provided they maintain a 2.5 GPA and full-time enrollment as an education major. The Seidel School Scholarship Committee will select the recipient.

Shore Scholarship

The Shore Scholarship is awarded to students from Dorchester, Somerset, Wicomico and Worcester county who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Smith Nursing Scholarship

The Joseph W.T. and Hannah C. Smith Memorial Scholarship recognizes nursing students who are academically gifted and demonstrate outstanding potential for a career in nursing. Minimum applicant qualifications include freshman with a declared major in pre-nursing, a minimum cumulative high school GPA of 3.25 or B+ or greater, a combined Scholastic Assessment Test (SAT) score of 1000 or greater, maintenance of full-time status (enrolled for a minimum of 12 credit hours per semester) throughout four years of the nursing program, and maintenance of an SU GPA of 2.5 each academic semester as a declared pre-nursing or nursing major. Recipient selection is by the Department of Nursing Student Policies Committee. The scholarship will be awarded annually to an entering freshman for a maximum of eight academic semesters. The scholarship award is up to $2,500 per year for four academic years. Information is available from the Department of Nursing.

Smoot Educational Scholarship

A Brooke and Bree Smoot Educational Scholarship is awarded to a full-time deserving student from a high school in Sussex County, DE, who is domiciled in said county at the time of admission to Salisbury University. Applicants may be high school seniors, current SU students or any other applicant. Both financial need and academic ability are weighed equally. To determine need the students must complete the Free Application for Federal Student Aid. The award may be renewed, provided the student maintains a 2.0 grade point average while attending the University. The decision is made by the Admissions and Financial Aid offices.

Student Government Association Scholarship

The Student Government Association has established a scholarship for $1,000 for four consecutive years of enrollment at Salisbury University. The minimum qualifications are SAT scores of 1250, a 3.25 high school grade point average, demonstrated leadership in extracurricular activities and letters of recommendation. Students must maintain a 3.3 grade point average for each year of continuation.

To apply, a student must apply for admission to the University. The deadline for consideration is February 1. The next time the scholarship will be awarded is fall 2004.

Tawes Memorial Scholarship

The J. Edwin Tawes Memorial Scholarship provides a $500 scholarship to a student from Somerset County. Decisions, based on academic achievement, are made by the dean of enrollment management.

To apply for the scholarship, a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Calvin B. Taylor Memorial Scholarship

This scholarship, established by the Calvin B. Taylor Bank, provides $1,000 to a current high school graduate of Worcester County. Priority will be given to those students who have financial need, as determined by the Free Application for Federal Student Aid, and have a 3.0 high school GPA. The selection committee from the Admissions and Financial Aid offices will determine the recipient.

Transfer Scholarship

A Transfer Scholarship for tuition is offered to a transfer student from a Maryland community college who enters as a junior in the fall semester. To be eligible a transfer must have a 3.5 grade point average and have completed 60 transferable semester hours prior to coming to Salisbury University.

To apply, one needs to apply for admission. The recipient will be notified of the decision by the dean of enrollment management by April 15. The scholarship is renewable for the senior year provided the recipient maintains a 3.3 grade point average.

Truitt Scholarship

The Mary Ellen Taylor Truitt Scholarship is awarded to an entering freshman who has shown outstanding academic performance in high school, has excelled on the SAT and has established a record of participation and leadership in extracurricular activities. Minimum credentials for consideration are a combined score of 1250 on the SAT and a 3.25 academic high school record.

To apply for the scholarship a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Information is available from the dean of enrollment management.

Washburn Scholarship

The Kathryn Washburn Scholarship provides $1,000 to a student from Washington High School, Princess Anne, MD. Students must have been admitted to Salisbury University, have demonstrated financial need through the Free Application for Federal Student Aid and have evidenced high ability for academic achievement through the SAT.

The recipient is selected by the Admissions and Financial Aid offices. The deadline for consideration is February 1.

Worcester County Scholarship

This $1,500 scholarship established by Charles R. and Martha N. Fulton is designed to aid in the recruitment, admission, retention and education of students who are graduates of the public high schools of Worcester County, Maryland. Preference shall be given to students with a minimum 3.0 grade point average who appear to have financial need. Continuation of the scholarship for three additional years is contingent upon full-time attendance and maintenance of a 3.0 grade point average. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipients each year. Decisions will be made by March 15.

Scholarships for Current Students*

Army ROTC Scholarships

These two- and three-year scholarships are awarded solely on merit by the Department of the Army. The scholarship pays for tuition, textbooks, lab fees and other purely academic expenses. Scholarship cadets also receive a tax-free living allowance of up to $1,500 each school year that the scholarship is in effect. Applicants need not be enrolled in ROTC at the time of application but must have at least three years (for a three-year scholarship) or two years (for a two-year scholarship) of study remaining for a baccalaureate degree. Additional information is available by calling 1-800-UDO-ROTC.

Blair/Turner Scholarship

The Blair/Turner Scholarship provides financial assistance to an outstanding art student who is pursuing study that will lead to a career in museum work. Information is available from the director of University Galleries.

Brunkhorst Nursing Scholarship

The Brunkhorst Nursing Scholarship provides $1,000 for one year to an academically gifted nursing student who has demonstrated outstanding potential for a career in nursing. Minimum applicant qualifications include junior standing, a minimum cumulative grade point average of 3.00 and demonstrated financial need as determined by the FAFSA. Priority is given to permanent residents of the Eastern Shore of Maryland.

The recipient is selected by the Department of Nursing Student Policies Committee. Information is available from the Department of Nursing

Garland D. and Vivian J. Bull Nursing Scholarship

The Garland D. and Vivian J. Bull Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated financial need. Minimum qualifications are as follows: a junior/senior traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a statement of financial need; a self-evaluation of potential for professional nursing and service; and two recommendations, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded annually for the following academic year. Information is available from the Department of Nursing.

Doris Gay Calcott Memorial Scholarship

This scholarship is given by the Salisbury Chapter of the American Association of University Women in memory of Doris Gay Calcott, a long-time Salisbury civic leader. It is given to an upper-class woman who is a resident of the Eastern Shore of Maryland and shows financial need.

Carey-Simmons Education Scholarship

This $1,000 scholarship is awarded annually to a student who wishes to pursue a career in public school education in Maryland. Applicants must have been residents of the Pittsville, Willards or Powellville election district of Wicomico County, MD, for at least five years and must have completed two years of successful undergraduate study. Applicants are judged on merit, achievement and potential.

Clinical Laboratory Managers Association Medical Technology Scholarship

This scholarship recognizes an academically gifted junior or senior medical technology student who has both demonstrated financial need and an aptitude for the clinical laboratory science profession. The award is $500 per year, pending continued funding. Minimum qualifications are a junior or senior student admitted to the medical technology program having completed the freshman and sophomore years of the medical technology curriculum; at least a 3.0 grade point average; a letter of application including a statement of financial need; a self-evaluation potential for a career in clinical laboratory science; and two written recommendations from science faculty and/or employers in the clinical laboratory science field.

The recipient is selected by the faculty of the Department of Medical Technology. Applicants are reviewed in April and the scholarship is awarded for the following academic year. Information is available from the Department of Medical Technology.

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*Current students also may be eligible to apply for the Brooke and Bree Smoot Scholarship, the Virginia Mills Edwards Scholarship, Henson Scholarships, the Nettie C. Bentley Scholarship, the Christopher Scholars Program in Education, Bank of America Scholarship, A.T. and Mary H. Blades Foundation Inc. Scholarship, Loats Foundation Scholarship, Shore Scholarship and the Non-resident Tuition Reduction for Nursing Students listed in the "Scholarships for Entering Freshmen" section of this catalogue.

Dolle Scholarship

The Dolle scholarships, in the amount of $1,000 each, are one-year scholarships awarded annually to two rising juniors pursuing majors in the Perdue School of Business. One scholarship is awarded to an SU student, the other to an incoming transfer student. Both students must have 60 credits and be eligible for admission to one of the upper division (professional) programs in the Perdue School. They must be full-time students with a minimum overall grade point average of 3.25 in all college work already completed. Students who are recipients of any other Perdue School tuition assistance scholarships are not eligible for the Dolle scholarships. Students must submit written applications (available from the Perdue School) and two letters of recommendation. Retention of the scholarship requires maintenance of a 3.25 grade point average.

Edwards Nursing Scholarship

The Virginia Mills Edwards Nursing Scholarship recognizes and funds students who desire to become registered nurses. Minimum qualifications include junior or senior standing; priority is given to residents of Dorchester (first), Somerset (second) and Wicomico (third) counties and licensed practical nurses or medical technicians (fourth, with priority given to Dorchester General Hospital employees). Letters of application should be submitted to the Virginia Mills Edwards Scholarship Board, with an essay stating in no less than 300 words the qualifications of the applicant.

The Virginia Mills Edwards Scholarship Board awards scholarships annually for the next academic year. Information is available from the Department of Nursing.

Fondes Scholarship

The Robert Parker Fondes Scholarship includes an Outstanding Graduating Nursing Award and a Fondes Scholar Award.

The Outstanding Graduating Nursing Award annually recognizes an outstanding graduating senior nursing student with a minimum college grade point average of 3.5. Recipients are selected by the dean of enrollment management, the chair of the Nursing Department and not less than two professors of the Department of Nursing.

The Fondes Scholar Award annually recognizes an outstanding nursing student with a minimum high school grade point average of 3.0 who has gained admission to SU's nursing program. Recipients are selected by the dean of enrollment management and a representative of the Department of Nursing.

Information on both awards is available from the Department of Nursing.

Hall Nursing Scholarship

The Avery W. Hall Nursing Scholarship annually recognizes nursing students thought to be highly motivated, hardworking, enthusiastic and dedicated to the profession of nursing. Minimum qualifications include the following: minimum college GPA of 2.5; full-time junior- or senior-level traditional or registered nurse student; letter of application to the Student Policies Committee, Department of Nursing; and two letters of recommendation.

Recipient selection is by the Student Policies Committee. Inquiries should be directed to the Department of Nursing.

Wallace Q. French Memorial Scholarship

The Wallace Q. French Memorial Scholarship is a two-year, $2,000-per-year award given annually by the Tidewater Environmental Health Association in memory of their colleague Wallace Q. French. Applicants must be junior/senior natural science majors with an overall grade point average of at least 3.0.

Eligible candidates are notified by letter and must submit the application accompanied by a short essay discussing career goals in the science field. Recipients are selected by the Tidewater Environmental Health Association and the faculty of the Henson School of Science. Information is available from the Office of Alumni Relations.

Holland Business Scholarship

The $2,000 W. Tracy and Frances Lord Holland Scholarship is awarded to a rising junior or senior in good standing in the Perdue School of Business who has a demonstrated financial need and is a resident of Wicomico County. This award is renewable, based on maintenance of the above criteria. Students must submit written applications (available from the director of academic services for the Perdue School of Business) and two letters of recommendation.

Institute for Retired Persons (IRP) Scholarship

The Institute for Retired Persons (IRP) provides scholarships for both elementary and secondary education majors as well as liberal arts majors. Eligibility criteria include full-time student status and a cumulative GPA of 2.85 or greater. Recipients are selected by the scholarship committees of the Fulton School of Liberal Arts and the Seidel School of Education and Professional Studies. The number of scholarships given annually may vary. Applications are available online through each school's link on the SU Web site, www.salisbury.edu, as well as in the dean's office of each school. Completed applications are submitted in early March. An awards ceremony is held each year.

Penelope Jarman Memorial Scholarship

The Penelope Jarman Memorial Scholarship awards one scholarship of $750 per year to a student of junior standing who is an education major whose concentration is early childhood education. A minimum GPA of 2.75 and an SAT scores of 1250 are required and the student must present financial need. Recipients are selected by the Education Department Scholarship Committee.

Knowles Foreign Study Scholarship

The John K. Knowles Foreign Study Scholarship expands study abroad opportunities for students studying a foreign language at Salisbury University. Students must be at the sophomore rank or above, provide evidence of financial need and submit an application which describes their personal and academic goals and how they will be met by a study abroad experience. Preference will be given to foreign language majors and minors. Recipients sign a letter of intent to donate the scholarship amount back to the Alumni Association, designated for foreign study, within five years of the date of the award if at all possible. They are further expected to participate in related departmental activities upon their return to campus. The number of scholarships will vary, depending on the availability of funds. Applications and information are available from the Department of Modern Languages. The deadlines for consideration are October 1 for winter or spring programs and March 1 for summer or fall programs.

Dr. Charles K. Long Scholarship

This scholarship, established in the memory of SU education professor, Dr. Charles K. Long, will be awarded annually to a junior or senior education major in the Seidel School of Education and Professional Studies. Recipients are selected by the Seidel School Scholarship Committee.

Merwin Leadership Scholarship

The Merwin Leadership Scholarship is awarded annually to a junior or senior who demonstrates a commitment to leadership in either on- or off-campus programs. To be considered for this award a student must be full-time, maintain a 3.0 cumulative GPA and submit a scholarship application form as designated by the scholarship committee. This scholarship was established in memory of Mrs. Eiffie Merwin. Information is available from the Vice President of Student Affairs Office.

Peninsula & Mercantile Banks Scholarship

One to four scholarships are awarded annually in support of Perdue School students' participation in approved international business seminars. Applicants must be Maryland residents, with Eastern Shore applicants given first consideration, as well as juniors or seniors in good standing in one of the Perdue School majors. The number of awards will vary, depending on the availability of funds, with no single award for more than 50 percent of the advertised price of the trip. Please see the Perdue School for details.

Piepenbring Memorial Scholarship

One scholarship is awarded annually from the Craig N. Piepenbring Memorial Fund to a rising sophomore or junior in good standing in the Perdue School of Business. Particular consideration is given to students actively involved in student activities on the SU campus. Applications are accepted for the award annually. However, if the current recipient is a sophomore, he/she may reapply as a junior and will be considered for a second year with all other applicants on a competitive basis. Students must submit written applications (available from the Office of the Director of Academic Services for the Perdue School of Business) and two letters of recommendation.

Scott N. Ralston Memorial Scholarship

This is a $1,000 scholarship awarded to a junior economics major enrolled in the Perdue School of Business. If there is no eligible economics major in a given year, then students in business administration with a track in economics or a concentration in finance will be considered. Students must have completed 60 credits, be full-time student and have a minimum 3.3 overall GPA in all college work already completed, including transfer work, if any. If the students being considered are business administration majors, they must be admissible to the upper division program in the economics track or the finance concentration.

Students who meet minimum eligibility requirements will receive applications, with instructions about the application procedure, from the Perdue School of Business. The scholarship is renewable for a second year, based on maintenance of a 3.3 GPA or above and a major in the Perdue School of Business as cited previously.

Seidel Nursing Scholarship

The Marilyn Seidel Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated outstanding potential for nursing leadership and service. Minimum qualifications include the following: junior/senior level traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a self-evaluation of potential for professional leadership and service; and three letters of recommendation, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded for up to two years. Information is available from the Department of Nursing.

Student Leadership Scholarship

The Student Government Association Appropriation Board awards scholarships annually to students who are outstanding campus student leaders. Recipients must have at least one full-time semester remaining at Salisbury University, be involved in one or more University recognized student organizations for at least one year, show outstanding leadership qualities and/or contributions for that organization(s) and have at least a 2.5 GPA. Information is available from the Student Government Association Appropriation Board.

Simonds and May Scholarship

The Florence Simonds and John B. May Scholarship is a competitive scholarship awarded each year to a student with high ability and motivation who exhibits a career commitment in the field of learning disabilities. Information is available from the Office of the Academic Vice President.

Sunrise Rotary International Scholarship

The Sunrise Rotary International Scholarship is available to both undergraduate and graduate international students. This $500 a semester award recognizes an outstanding international student each semester, who has spent at least one semester at Salisbury University. Recipients will be selected by a Sunrise Rotary International Scholarship Committee, consisting of selected SU faculty and staff, and will be judged on a student's good academic standing and a personal statement, outlining significant life experience, goals and commitment to the University. Each recipient will commit to a community service project as outlined by the Sunrise Rotary. Deadline for fall semester is March 1 and for spring semester is October 1. Information is available from the Office of International Student Services.

Note: Salisbury University reserves the right to adjust any institutional scholarship monies (Fulton, Guerrieri, Henson, Perdue and Presidential) if scholarship awards are in excess of $1,500 above the cost of tuition, fees, room and board budgets determined by the Admissions and Financial Aid offices.

Verizon Scholarship

The Verizon Scholarship is for SU students who have demonstrated financial need. To apply for the scholarship, students must complete the Free Application for Federal Student Aid by February 1. Decisions are made by the director of financial aid.

Verizon Technology Scholarship

The Verizon Technology Scholarship is for a SU undergraduate student who is majoring in any of the following technology fields: management information systems, computer science, engineering, physics or math, and has demonstrated financial need as determined by the Free Application for Federal Student Aid. To apply for the scholarship, students must complete the FAFSA by February 1. Decisions are made by the director of financial aid.

Wicomico Woman's Club Scholarship

The Wicomico Woman's Club offers a $1,500 scholarship annually to a junior elementary or secondary education major. Recipients must be native residents of Maryland's Eastern Shore, have a 3.0 GPA. The Seidel School Scholarship Committee selects the recipient.

Woods CPM Memorial Scholarship

The Richard N. Woods CPM Memorial Scholarship is an annual $1,000 scholarship awarded by the National Association of Purchasing Management - Delmarva Inc. to a full-time rising junior or senior in the Perdue School of Business with an interest in purchasing management and a cumulative grade point average of at least 2.7. If the current recipient is a junior, he/she may reapply as a senior. Students must submit written applications (available from the director of academic services for the Perdue School of Business) and two letters of recommendation.

Worcester County Teachers' Association Grant

The Worcester County Teachers' Association has established a scholarship for a junior enrolled in education. This $1,000 grant is awarded for the spring semester of the academic year. The applicant must be a graduate of a Worcester County public school with at least a 2.5 grade point average at Salisbury University. Recipients are selected by the Seidel School Scholarship Committee.

Student Rights and Responsibilities

The University supports the development of an environment that enhances academic success and engenders campuswide respect for the rights of others through a broad spectrum of policies and procedures; some of these are included in the *University Catalogue* and many appear in other University documents (see Appendix A). Students can fully support their participation in the University community by familiarizing themselves with the policies that describe their rights and responsibilities, found in the following publications:

Academic Schedule Bulletins—
Office of the Registrar

Advising Handbook
Office of Academic Affairs

Drug-Free Campus, Drug-Free Workplace Brochure—
Office of the Vice President of Student Affairs

Faculty Handbook
Office of Academic Affairs

Procedures, Policies and Services Brochures—
Office of Public Safety

Residence Hall Information Booklet—
Office of Housing and Residence Life

Student-Athlete Handbook—
Department of Intercollegiate Athletics

Student Handbook/Campus Directory—
Office of the Vice President of Student Affairs

University Catalogue—
Office of Academic Affairs

University System of Maryland Policies—
Office of Academic Affairs

Student Life

www.salisbury.edu/students/

General Information

Student programs and services exist at Salisbury University to complement the academic mission of the institution, which is to develop graduates who assume their responsibilities as citizens. Recognizing that much of citizen development takes place outside the classroom through student programs, activities, organizations and services, professional staff focus on enhancing the teaching/learning environment for students and faculty, and on advancing the personal development of scholars.

These goals are accomplished, in part, by services, programs and staff in the offices of Student Affairs, Career Services and Student Counseling Services, Student Health Services, Guerrieri University Center, Multiethnic Student Services, University Police, Housing and Residence Life, Campus Recreation, University Dining Services, Athletics, Student Activities and Organizations, the New Student Experience program and Judicial Affairs.

Programs and Services

Blackwell Library

Blackwell Library is located near the center of campus. Its collections include extensive book and periodical holdings, as well as a wide array of electronic resources and databases accessible through the library's Web site. Special resources and services include a government documents collection, an electronic classroom for library instruction, the Maryland Room and an active interlibrary loan service. The online catalog, VICTOR, provides direct access to and borrowing privileges from all the libraries in the University System of Maryland.

Bookstore

The University Bookstore, located in the Commons building, provides students with textbooks, required supplies and much more. Textbooks are available approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price prior to the last day of drop/add only, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. All returns are subject to the discretion of the management.

The bookstore caters to many of the students daily needs, carrying dorm items, school supplies, and general reading and reference books. Students are eligible to purchase computer software and hardware at educational prices and configured to run on the campus network. A wide variety of campus wear and gifts are offered to suit every taste. With proper identification, personal checks, VISA, MasterCard, American Express and Discover are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of formal and informal activities which encompass team sports, individual and dual sports, outing activities and competitive and noncompetitive activities. In addition to the obvious benefit of physical fitness, participants also obtain improved skills, new and lifelong friends, some self-satisfaction and enjoyment, lifelong leisure-time skills, and social and ethical qualities (cooperation, trust, regard for others, etc.). These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

More information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or on the Web at www.salisbury.edu/students/campusrec/.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 30 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include box lacrosse, five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, sports trivia, tennis, three-on-three basketball, turkey trot, volleyball, walleyball, water polo, Earth Day 5K, three-point shoot-out and Turkey Trot 5K.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cycling, golf, ice hockey, martial arts, men's rugby, outdoor, sailing, weightlifting, boxing, fencing, golf, men's lacrosse, field hockey, ultimate frisbee, women's rugby and men's volleyball.

Recreational Facilities

Facilities available to all SU students include a strength room, fitness room, dance studio, racquetball courts, pool, gymnasia areas, indoor climbing walls, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or by Web at www.salisbury.edu/students/campusrec/..

Career Services

Career Services provides instruction, consulting, advising, information, services and opportunities in the wide arena of career planning and development. Students at every stage in their college career, from entering to senior year, can avail themselves of such assistance through Career Services. Some of these services include:

Career Information, Graduate and Job Fairs
Career Interest Testing
Computer-Assisted Career Exploration System
Choosing/Changing a Major
Resume Critiques
Job Search Procedures
On Campus Interviewing
One-on-One Sessions

Center for Conflict Resolution

The Center for Conflict Resolution, located on the southwest corner of College and Camden avenues, provides the University and community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions. The center offers services and training to local, state and federal agencies, schools, businesses, law enforcement, postal service, health care industries and civic groups.

The center also has an academic side that houses the major and minor in conflict analysis and dispute resoltuion. The center acts a clinic where students take classes, workshops and training in conflict analysis and dispute resolution. Students take practicum and internships throug the center at locations both on- and off-campus. The center will house the student-run Campus Mediation Center that provides conflict resolution services to the student body.

In addition, the center has a research and evaluation wing that has received national recognition. The center houses the Bosserman Library that contains materials on social justice, peace studies and conflict resolution.

Dining Services

University Dining Services (UDS) provides various dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides financial support for students through work experience as well as paid internships in conjunction with academic studies.

The Commons, the hub of activity of Dining Services, offers many different services satisfying many different tastes. The Marketplace provides kiosk service with varied menus including Mexican, Italian, Oriental, vegetarian and home-style cooking. The Bistro offers alternative dining at its finest with a varied menu and upscale desserts. Seating is available in five dining rooms as well as the Courtyard, which boasts an outdoor atmosphere. The special dinner Festival of Foods heightens the excellent daily bill of fare with specialty events.

The Gull's Nest Pub and Eatery, located in the Guerrieri University Center, specializes in food "To Go." Open from 8 a.m.-9 p.m. with a specialized menu of hot entrees, sandwiches, burgers, fresh dough pizza and a complete salad bar. DIne in or take out!

Gull's Nest satellite food cart services are available in Holloway, Fulton and Caruthers halls and afford a variety of items including a hot daily special. The Gull's Nest operates Monday-Friday and is available for special events coordinated through student organizations.

Cool Beans Cyber Café, located in the Guerrieri University Center, is a modern coffee shop with computer connections. Serving Starbuck's coffee, fresh pastries, salads and sandwiches, the cafe provides eight computer stations so students can enjoy quality food and beverages while checking e-mail or working on papers. Open Monday-Friday, 7:30 a.m.-midnight, and Saturday-Sunday, noon-midnight, the cafe provides a plush, relaxed and social atmosphere.

University Catering services to the campus community include everything from box meals to formal sit-down dinners as well as tent rentals. Catering also provides a work experience for students.

Disabled Student Services

In an effort to assist each student in reaching his or her full potential, Salisbury University seeks to aid those students with special needs as they function in the classroom and live day-to-day on the campus. Students capable of academic success, regardless of their disabilities, are admitted to SU. Faculty and staff work cooperatively to assist students with special needs in their educational endeavors and adjustment to the campus community.

Salisbury University is recognized as a barrier-free campus. Residence hall space for disabled students is available in six of 10 buildings.

Prospective students are encouraged to visit the University to become familiar with the campus and meet the support staff prior to making their final acceptance decision. The Student Affairs Office welcomes inquiries from students with special needs.

In order to receive services, students need to contact Disability Support Services (DSS), which operates under the auspices of the Office of the Vice President of Student Affairs, located in Guerrieri University Center Room 212.

Students must complete the following in order to become eligible for services:

1. Be accepted at the University.
2. Provide current assessments and evaluation supporting the diagnosis and (if possible) previous accommodations relevant to the disability.
3. Provide current medical and/or psychological documentation of the diagnosis from a licensed psychiatrist, or other appropriately licensed professional.
4. Complete the Student Information Sheet.

Disability documentation must be forwarded to DSS at the University according to the following deadlines:

fall semester June 1
spring semester November 1

Adhering to these dates ensures that the student has the optimal opportunity to have adequate academic adjustments and reasonable accommodations in place upon his/her arrival at the University.

Eastern Shore Regional Safe Communities Center

The Eastern Shore Regional Safe Communities Center promotes alcohol and drug education by coordinating programming and prevention activities about alcohol, drugs, highway safety and related issues. The center also maintains a referral network for agencies that offer services related to alcohol and drug issues.

Funded through a grant from the Maryland Department of Transportation, the center is a regional resource center offering audiovisual listings, printed materials, instructional aids, program support and training services to faculty and students, the University community and the Eastern Shore of Maryland. All services are free and confidential.

The center is located in Maggs Annex (MA).

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, quick service restaurants, meeting rooms, games room, service desk, the Student Affairs Office, Career Services and Student Counseling Services, Multiethnic Student Services, an art gallery, student radio station WSUR and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Housing and Residence Life

Salisbury University does not have a residency requirement; however, 1,702 spaces are provided for undergraduate men and women. This represents approximately 34 percent of the undergraduate population. The Office of Housing and Residence Life provides students with high-quality facilities and living environments which support academic achievement and personal growth. The office places heavy emphasis on educating students regarding the rights and responsibilities associated with membership in the campus community. Professionally trained staff live and work in residence halls which provide residents with individualized assistance. Programs and activities of both a social and an educational nature are offered to complement the academic program.

On-campus housing is provided on a space-available basis to students who are matriculating for an undergraduate degree at the University and who are registering for 12 semester hours or more. Not eligible are students who have reached junior status (60 credits) and not achieved a 2.0 GPA and students who have lived on campus for eight semesters already.

Additional information on facilities, services, regulations, assignment policies, etc. is included in the *Residence Hall Information* handbook, the housing contract and a variety of brochures published by the Housing Office. All are available upon request.

Information Technology

The Department of Information Technology is located on the first and second floors of Fulton Hall. Information Technology is responsible for the administrative computer system, the campus network, and the residence hall network (ResNet). The administrative computer system is a Compaq/Digital Equipment Corporation VAX running the SCT/IA suite of products. Academic computing is supported by a Novell 5.x network operating system. The Novell campus network system provides GroupWise e-mail and Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Seven general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power Professional Building. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides personal high speed Internet access to all students living on campus and in the University Park housing facility More information about technology on campus can be found at the IT Web site, www.salisbury.edu/itweb.

Institute for Service Learning

The Institute for Service Learning provides opportunities for students and faculty to engage in service to the community as part of their coursework. Service learning is a teaching and learning method in which teachers and students use reflection to construct connections between meaningful community service and academic learning, civic responsibility, personal growth, critical thinking and career exploration.

Through funding received from Learn and Serve America at the Corporation for National Service and Salisbury University, the institute opened in 1997. It serves as a resource for faculty and students to develop opportunities to partner with local community-based organizations. Students can enroll in an extra-credit option which can be tied in to one of their regular courses. The institute also provides professional development opportunities to SU faculty members to help infuse service learning into their courses. Training workshops are provided to teachers from the K-12 system to prepare teachers to integrate service learning into their curricula. The institute sponsors the ShoreCAN Volunteer Center and coordinates the America Reads/America Counts programs.

ShoreCAN Volunteer Center

The ShoreCAN Volunteer Center serves as a clearning house for community-based organizations in Somerset, Wicomico and Worcester counties. Consisting of 175 registered non-profit agencies, 35 media partners and 636 service partners, ShoreCAN publicizes the volunteer needs through its newsletters and through area media outlets

The center provides students and student organizations with opportunities to volunteer in the local community. Moreover, two weeks of service, one in October and one in April, are organized by the center to expose the campus and general public to structured service events.

ShoreCAN's mission is to generate citizen action through community service to address current volunteer needs on Maryland's Lower Eastern Shore. The name reflects a Shore tradition of citizens responding to those in need and the center's capacity to meet those needs through community-based citizen action. The ShoreCAN slogan, "Bringing human resources to human needs," conveys that the diverse talent, energy and caring spirit of individual citizens represent the greatest untapped resource in addressing the needs of the community.

America Reads/America Counts

The America Reads/America Counts program provides qualified federal work-study students an opportunity to make a difference in the reading and math proficiency of kindergarten through fifth grade children in local schools. As tutors, federal work-study students receive training from faculty on campus and also receive a stipend for hours worked. This is an ideal opportunity for students who wish to pursue a career in education to gain hands-on teaching experience and to help elementary school students improve their reading and math skills.

Intercollegiate Athletics

The Intercollegiate Athletics Program is administered by the director of athletics and the Athletic Advisory Committee. Funding for this program is provided by student athletics fees, athletics contest receipts and various fund-raising projects.

The Intercollegiate Athletics Program includes: fall - (men) cross country, football, soccer; (women) cross country, field hockey, soccer, volleyball; winter - (men) basketball, swimming; (women) basketball, swimming; spring - (men) baseball, lacrosse, tennis, track and field; (women) lacrosse, softball, tennis, and track and field.

Salisbury University is a member of the National Collegiate Athletic Association (NCAA) - Division III and holds conference affiliation in the Capital Athletic Conference (CAC), the Atlantic Central Football Conference (ACFC) and the Eastern College Athletic Conference (ECAC).

Eligibility for Salisbury University student-athletes is based upon the National Collegiate Athletic Association's (NCAA) constitution and bylaws. The NCAA principles of sound academic standards for eligibility are met based on the following criteria:

1. The student-athlete is admitted as a regularly matriculated, degree-seeking student in accordance with the regular, published University entrance requirements.
2. The student-athlete is in good academic standing as determined by the University faculty, in accordance with the standards applied to all students.
3. The student-athlete is enrolled in at least a minimum full-time program of studies and is making satisfactory progress toward graduation as determined by University regulations. The 12/24 credit hour rule is applied for eligibility.

Interpretation and the precise language of these principles as they apply to Salisbury University student-athletes are available from the Office of the Vice President of Student Affairs and the Department of Intercollegiate Athletics.

International Student Services

This office was created to address the needs of an expanding population of international students on campus. Services are coordinated by the international student services coordinator, located in the Office of Student Affairs, and the assistant dean of international admissions.

The Admissions Office completes the process of evaluation of international student credentials, academic placement in the University and formal admission to SU.

The international student services coordinator is the United States Immigration and Naturalization Services' (INS)-designated school official to provide assistance in completing the various documents required to gain and maintain official approved status with the INS. The coordinator assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students, are all a part of introducing international students to their new way of life.

Additionally, there is an International House which serve as a residence for students. It is adjacent to the campus and is under the auspices of the Housing and Residence Life Office. The International House is home to the International Group, a social organization which supports students and helps them adjust to American culture.

For more information see Web site www.salisbury.edu/tudents/ISS.html.

Multiethnic Student Services

The primary function of the Office of Multiethnic Student Services is to assist SU's multiethnic student population with environmental adjustment tasks. Specifically, this is accomplished by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the student population.

Services and programs provided reflect Salisbury University's ethnic students' interests and concerns, and serve to enhance the intellectual and multi-cultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

Faculty Mentor Program

Faculty and staff are assigned to work as mentors to undergraduates, and provide guidance and enrichment opportunities.

Peer Mentor Program

Upper-class students are selected to serve as mentors and help new students adjust to the Salisbury University campus.

Early Warning System

The Early Warning System (EWS) is a volunteer program designed to assist freshmen in their transition from high school to college. EWS helps students identify available resources, assists students in accomplishing their academic goals and in conducting self appraisal of their academic performance, and increases the contact between students and their professors.

African-American Visiting Scholars Program

This program is an effort on the part of the University and this department to bring to campus African-American scholars from an array of disciplines, exposing the faculty, staff and students to minority scholars who have made a tremendous contribution to academe.

Student Scholars Program

This program is designed to recognize those African-American students who have performed extremely well academically each fall and spring semester. Honorees are awarded a certificate and recognized as part of the Visiting Scholars program each year.

Resource Library

The Multiethnic Students Resource Room is a repository of books, videos and magazines specifically oriented to a diversity of cultures. Faculty and students use it as a ready resource for research and information. Materials can be checked out by calling the Office of Multiethnic Student Services.

On-Campus Student Employment

Salisbury University employs over 1,000 undergraduate and graduate students every year. Employment opportunities are offered to full-time students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They are trained in their respective departments of employ and are evaluated at the end of their contract period by their supervisors.

The Work Experience Office also provides information regarding off-campus employment to students. Area employers are aware of the wealth of services available to them via student employees and maintain regular contact with the Work Experience Office.

Post Office

The campus post office, located on the ground floor of the Commons, offers full postal service from 8 a.m.-5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their campus identification cards.

Public Relations/Publications

Professional writers, editors, graphic designers, and media and public relations experts are available to assist students with publicity of significant achievements and community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. For a small fee, design services are available for the production of brochures, newsletters, posters, programs, etc. Students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh are supported. It is University policy that all contact with off-campus media, printers and public relations professionals come through PR/Publications, located on the first floor of Holloway Hall.

Student Activities, Organizations and Leadership

Participation in co-curricular activities is a vital part of students' education and college experiences. The Office of Student Activities, Organizations and Leadership, located on the first floor of the Guerrieri University Center, is committed to assisting SU students and organizations in assessing, planning, developing, promoting and evaluating meaningful environments conducive to personal, cultural, social, recreational and organizational growth. The office is a constant support network for students interested in the over 90 student organizations at SU, and assists students in forming new organizations.

SU's diverse organizations range from departmental clubs, such as the Education and History clubs, to student publications like *The Flyer* newspaper, *Evergreen* yearbook and Scarab literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the Student Organization for Activity Planning (SOAP). The growing Greek system gives students the opportunity to consider membership in one of four national fraternities or four national sororities.

The Office of Student Activities, Organizations and Leadership additionally provides a leadership institute through the "Leadership Spa & Fun Times Resort," maintains databases on organization officers and advisors, publishes handbooks on policies and procedures and on the student organizations, and produces the annual student leader recognition "Celebration of University Leadership" awards show.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the academic mission of the University and create opportunities for personal growth. Student services include Counseling, Career Services, Student Health Services, University Police, the Eastern Shore Regional Safe Communities Center, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, Multiethnic Student Services, and New Student Orientation.

Student Counseling Services

Student Counseling Services, which includes the Academic Success Program, provides undergraduate students with programs to promote personal growth and academic success. Individual counseling is available to students who are coping with stress, academic challenges, relationship issues or most other types of personal problems. When appropriate, students may be referred to other SU departments or community agencies.

In addition to providing individual counseling, SCS counselors also offer programs and workshops regarding issues of personal development and academic success. Typical workshops cover such topics as stress management and relaxation techniques, study skills, communication skills, time management, relationship issues, and body image.

Student Counseling Services is located in the Guerrieri University Center Room 263. Appointments with counselors may be made in person or by telephone. All SCS counselors are licensed. All counseling is confidential and free of charge to University students.

Student Health Services

Recognizing that optimum health is essential to effective learning, the University maintains a health service available to all students. Student Health Services, located in the south end of Holloway Hall across from the library, provides confidential treatment of illness and injuries through a well-equipped facility and certified, experienced professional staff, including two registered nurses and three nurse practitioners. Physician services are provided daily by Emergency Service Associates, a group of emergency room physicians, all board certified. Other services are available five minutes from campus at Peninsula Regional Medical Center which includes a modern 400-bed facility and an emergency room open 24 hours a day, seven days a week.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form. An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a wide range of cocurricular health promotion and educational programs are provided in a variety of campus settings.

Patient hours are Monday-Thursday, 8:30 a.m.-4:30 p.m. and Friday, 9 a.m.-4:30 p.m. Students are seen by appointment during posted patient visit hours. All services are confidential. Student Health Services can be contacted by phone at 410-543-6262 or by Web at www.salisbury.edu/health.

Telecommunications

The Telecommunications Office handles all facets of the campus telephone system. Each room is equipped with a telephone jack enabling residents to contact other rooms on campus and to receive incoming calls. Students must provide their own phones. In order to place off-campus calls, students must activate an authorization code account with the Telecommunications Office. The office, located in University Police Building Room 102, is open Monday-Friday, 8 a.m.-5 p.m.

University Police

The Office of University Police, located in the University Police Building, across from Maggs Center, can be contacted 24 hours a day. Campus Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes a Procedures, Policies and Services brochure, including campus crime statistics. Copies and crime prevention materials are available upon request.

Veteran Affairs

The Veterans Affairs Office aids veterans, eligible dependents and survivors of veterans, and active duty military personnel in obtaining benefits and services for which they may be qualified through the Montgomery G.I. Bill, Serviceman's Opportunity College and other U.S. government programs geared toward veterans and current military personnel. Veterans Affairs personnel can assist with the application and certification processes for relevant counseling, financial assistance, vocational rehabilitation and work-study programs, and with the awarding of experiential credit. The Veterans Affairs Office is located within the Registrar's Office.

Undergraduate Honors and Recognitions

Outstanding Academic Achievement

The University recognizes students who have demonstrated outstanding achievement through:

Celebration of University Leadership Awards Show

Each year the Office of Student Activities and Organizations works with the Student Government Association to provide the Celebration of University Leadership Awards Show, a semiformal awards presentation designed to recognize the time, effort and service student leaders offer to the University community.

Dean's List

Compiled and issued each semester by the Office of the Vice President of Academic Affairs, the Dean's List is composed of matriculated students who have at least 12 semester hours with grades of A, B or C with a grade point average of 3.5 or higher for the semester. Students so honored receive a certificate and have their names entered on the Dean's List.

Graduation With Honors

Students must complete a minimum of 60 hours of coursework at Salisbury University, with at least 54 graded hours of A, B, C, D or P, and at least 30 hours of 300/400-level courses with grades of A, B or C. In addition, students must have minimum Salisbury University grade point averages as follows: *summa cum laude* - 3.8; *magna cum laude* - 3.6; *cum laude* - 3.3. Student's completing a second bachelor's degree will be eligible to graduate with honors only if they meet all graduation with honors criteria using credits earned after their prior graduation.

Honors Convocation

Each spring semester, an Honors Convocation recognizes students who have made outstanding contributions to campus life and who have distinguished themselves academically. Superior students are presented with the following awards:

Achievement Key Award

The Achievement Key Award is given by the Honors Convocation Committee of the faculty on the basis of outstanding scholarship and campus service. Junior and senior students are eligible for nomination if they have completed 18 credit hours or more during the preceding two semesters and have earned a 3.6 grade point average or more for each of these two semesters. Students who receive the Campus Life Award may not simultaneously receive the Achievement Key Award.

Art Department Meritorious Award

Art faculty select one or more full- or part-time students who have completed a minimum of 30 semester hours at SU and have submitted a portfolio and written statements about their work.

Art Department Student Assistantship Award

This award is presented annually to full-time junior art majors who demonstrate excellence in one of the art tracks, maintain an overall grade point average of at least 3.0 and receive a recommendation from one of the Department of Art faculty members, the director of University Galleries or the dean of the Fulton School of Liberal Arts. The award is meant to assist outstanding art majors in pursuing study beyond that provided by the Department of Art.

Richard Bernstein Achievement Awards For Excellence

The Richard Bernstein Achievement Awards are presented annually to outstanding students from across the University who have demonstrated entrepreneurial behavior. Selection is based on a broad set of criteria, including evidence of appreciation for American capitalism, leadership, organizational abilities, creativity, self-initiative and commitment.

Biology Faculty Award

The Biology Faculty Award is presented annually to one or more graduating biology majors who have displayed outstanding leadership and service to the Biology Department in addition to having maintained academic excellence.

Board of Regents Outstanding Scholar Award

This award is given in recognition of outstanding ability demonstrated by scholarly work. The recipient must be a Maryland resident of junior status, have a cumulative grade point average of 3.5 and must be actively involved in the Honors Program.

School of Business Outstanding Senior Award

Each year the Franklin P. Perdue School of Business presents awards to senior students from each major/concentration area. These non-monetary awards are based on outstanding academic performance and input from faculty in each area of concentration.

Campus Life Award

Campus Life awards are granted by the University Honors Convocation Committee of the faculty to undergraduate students who have made outstanding contributions to campus life. Students are eligible for nomination on the basis of a 2.6 cumulative average and completion of 18 credit hours or more for the two preceding semesters. This award is limited to not more than 1 percent of the student body. Any recipient of the Achievement Key may not simultaneously receive this award.

Caruthers Memorial Fund Award

The Caruthers Memorial Fund Award is awarded to a junior or senior education major who evidences academic scholarship, leadership skills, involvement in campus and community activities, and shows promise of becoming an outstanding teacher.

Diana Marie Clayton Memorial Award

This award is given in memory of Diana Marie Clayton in recognition of enthusiasm, dedication and academic performance demonstrated in the study of professional nursing.

Delmarva Chapter, Institute of Management Accountants Award

The Institute of Management Accountants Award is an unencumbered gift to an outstanding senior in accounting and is based on academic performance, leadership, and involvement in campus and community activities.

Delta Kappa Gamma Society, Beta Chapter Award

This award is presented by the Beta Chapter of Delta Kappa Gamma Society to an outstanding woman student teacher who best exemplifies the fine qualities and characteristics of the profession.

Robert Elderdice Memorial Award

In memory of his interest in and love of American literature, the family of Robert Elderdice has provided this annual award to a promising undergraduate English major who has expressed a special interest in pursuing the study of American literature.

A.L. Fleming Memorial Fund Award

The A.L. Fleming Memorial Fund Award is an unencumbered gift presented to an outstanding junior in the Perdue School of Business.

Geographic Society Award

This award is given to students who have consistently displayed scholarship and interest in the study of geography. To be eligible students must have at least a 3.25 grade point average in geography and must have completed at least 15 semester hours in this discipline. In addition, students must currently be enrolled in a geography course and hold membership in the Geographic Society.

Department of Geography and Geosciences Outstanding Senior Award

This award is presented to a graduating geography major who has achieved at least a 3.5 grade point average in geography, has given exceptional service to the department and has developed well-defined professional goals.

James F. Glenn Memorial Award in Chemistry

The James F. Glenn Memorial Award in Chemistry is presented annually by the Department of Chemistry for academic excellence and future promise in the field of chemistry.

Joanne Grant Scholarship in Theatre Award

The Joanne Grant Scholarship in Theatre Award is given annually to two students who have demonstrated hard work, dependability and dedication to the art and craft of theatre.

Guerrieri University Center Music Major Award

The Guerrieri University Center Music Major Award honors a degree-candidate music major who has demonstrated outstanding musicianship by exceptional recital performance and academic achievement.

Lewis Hess Award

The Lewis Hess award consists of a series of awards, one each from the departments of Art, Communication Arts, English and Music. Recipients are upper-class students (except in cases of exceptional merit) chosen by a faculty committee from within each department.

History Department Award

The History Department Award is presented to a graduating senior history major who has demonstrated outstanding scholastic ability and has provided substantial leadership for the many student activities sponsored by the History Department.

Honors Program Award

The Honors Program distinguished student scholarships are awarded each year to students who have been active participants in the Bellavance Honors Program and who have maintained the highest overall grade point averages of all honors students.

Maryland Association of Certified Public Accountants Award

This award is presented annually to a junior who has demonstrated outstanding achievement in accounting, ranking in the top 10 percent of the class, and who has evidenced leadership or involvement in campus, community and professional activities.

Department of Mathematics and Computer Science Outstanding Service Award

The Mathematics and Computer Science Outstanding Service Award is given to a student who has been selected by consensus of the full-time faculty in the Department of Mathematics and Computer Science to have done the most to promote a mathematical environment at Salisbury University.

Anne H. Matthews Award

The Anne H. Matthews Award is presented to an education major in the junior class who shows promise of becoming a highly successful teacher.

Most Promising Mathematician Award

The Most Promising Mathematician Award is presented annually to math majors who have a 3.0 grade point average or better and who have been judged by a consensus of full-time faculty in the department to show the most promise in mathematics.

Department of Music Award

This award is presented to a music or music education senior degree candidate who demonstrates musicianship through some outstanding performance contribution, superior academic achievement, and exemplification of superior personality and character traits.

National Dance Association Award

This award is given each year to an outstanding dance minor who demonstrates scholarship, participation, and leadership in dance. To be eligible, a student must possess a 3.0 overall grade point average and a 3.3 grade point average in dance courses, have completed at least 15 semester hours in the discipline, be currently enrolled in a dance course, and hold membership in the SU Dance Company.

Duane C. Nichols Memorial Scholarship Award

The Duane C. Nichols Memorial Scholarship Award is awarded to the graduating senior English major earning the highest honors in the discipline.

Outstanding Foreign Language Student Award

Presented to a graduating senior who has taken classes in at least two languages, who has shown academic excellence and who has actively participated in extra-curricular activities in the department.

Sallie Dryden Parker Memorial Award

The Sallie Dryden Parker Memorial Award is given for outstanding performance in film studies or for general contributions to the development of film consciousness on campus and in the Salisbury community.

Philosophy Department Outstanding Student Award

An award for excellence in philosophy is given each year to a student who has consistently demonstrated both the ability to master philosophical ideas and the willingness to engage in the kind of thoughtful reflection which the Philosophy Department seeks to foster.

Physical Education Excellence Award

The Physical Education Excellence Award is given to a junior or senior physical education major who has a minimum overall grade point average of 3.2, shows leadership ability and is committed to a career in physical education.

Psychology Department Award

This award is presented annually for academic achievement and outstanding contributions to the Psychology Department.

E. Pauline Riall Achievement Award

The E. Pauline Riall Achievement Award is presented annually by the School of Education and Professional Studies to an outstanding education major as selected by a faculty committee.

Salisbury Rotary International Club Award

The Salisbury Rotary International Club awards are presented to students in the Perdue School of Business who have demonstrated outstanding ability. Selection is based on resident status, academic performance and financial need.

John and Mary-Claire Roth Honors Thesis Prize

The John and Mary-Claire Roth Honors Thesis Prize is awarded annually to the Thomas E. Bellavance Honors Program student who is judged to have written the best honors thesis in the current year's graduating class.

Salisbury University Scholar Athlete Award

This award recognizes varsity intercollegiate athletics team members who have attained a cumulative grade point average of 3.0 or better and who have made outstanding contributions to team leadership.

Justin Y. Shen Memorial Award

This award is given in honor of Dr. Shen's selfless efforts on behalf of the University, the community and the scholarly world. To qualify for this award students must be of junior or senior class rank, political science majors, possess a 3.0 overall grade point average and a 3.25 grade point average in political science courses, and demonstrate leadership ability and a commitment to a career in politics or government.

Social Work Student of the Year Award

The Social Work Student of the Year Award is based upon academic achievement, leadership and service to the University and community.

Leland Starnes Memorial Award

This award is granted to a new student whose work in theatre has demonstrated promise in growth as an artist, whose pursuit of excellence is foremost and whose habits reflect professionalism. It is given as an academic memorial in honor of Dr. Leland Starnes who during the last eight years of his life firmly established the reputation of Salisbury University for quality theatre.

Walter C. Thurston Memorial Award

The Walter C. Thurston Memorial Award is sponsored annually by the Salisbury Exchange Club for a full-time art major who has completed a minimum of three photography courses at SU with a "B" average. The Art Department faculty reviews all applicant portfolios and written comments of those students whose careers will involve photography in some manner.

Undergraduate Nursing Achievement Award

These awards are presented to the graduating seniors with the highest grade point averages. When a significant proportion of the class is comprised of registered nurse students, an additional award is given to the registered nurse student with the highest grade point average.

Wall Street Journal Achievement Award

The Wall Street Journal Achievement Award is presented annually to a junior in the Perdue School of Business who has demonstrated outstanding student achievement.

Wilcomb E. Washburn Student Prize in History

This prize is presented annually at convocation by the Edward H. Nabb Research Center for Delmarva History and Culture to a full-time student of junior or senior class rank who has demonstrated superior primary research competence on a topic concerned with Delmarva history. Applicants will have a minimum grade point average of 3.0 and will have used the Nabb Research Center in their research.

Who's Who Among Students in American Universities and Colleges

Who's Who Among Students in American Universities and Colleges has a half-century tradition as one of the most highly regarded and long-standing honors in the nation for upper-class and graduate students.

Currently Who's Who awards are given annually at 1,000 higher education institutions in all 50 states and the District of Columbia. Criteria used by the selection committee include scholarship, participation and leadership in academic, community, athletics and extracurricular activities.

Clubs and Organizations

General Interest

Appropriations Board

The purpose of the Appropriations Board is to appropriate and distribute student activity fees to student organizations. To achieve this goal the board works closely with the Student Government Association and SOAP (Student Organization for Activity Planning). Each year the Appropriations Board receives budget requests from individual student organizations. Funds are subsequently awarded on an annual basis, although supplemental requests may be made throughout the school year. The group consists of up to five voting members, all enrolled as current, full-time students at SU. Each must maintain a cumulative GPA of 2.5. New members are chosen through a resume/interview process conducted by the remaining Appropriations Board members.

Bio Environs Club

The purpose of the Bioenvirons Club is to promote understanding and awareness of environmental issues, to provide educational guidance and career development in the field of environmental science, and to provide recreational activities and wilderness opportunities for the members of the club.

Bound & Gagged

The Bound & Gagged Club aims to introduce the campus community to comedy improvisation. The club offers classes and workshops focused on honing the improvisational skills of the members.

Cumann Na Gaeilge (Irish Club)

Cumann Na Gaeilge was organized to stimulate and increase interest and understanding of all issues and policies which currently affect the 32 counties of Eire. Cumann Na Gaeilge sponsors guest speakers and field trips, and provides an informal forum for discussion on the Irish culture. Membership is open to all interested students.

Breaking Through Glass (GALA)

The purpose of Breaking Through Glass is to ensure those in the lesbian, gay and bisexual campus community are not isolated. The club believes bisexuality and homosexuality are merely orientations which co-exist with heterosexuality. Breaking Through Glass provides support through a peer network, addresses relevant issues and serves as an information source for all.

Femineyes

Femineyes promotes awareness of women's issues on campus and gives a careful representation of the feminist perspective as it relates to the contributor's experiences. The club also provides a medium for both the female and male voice with a collective focus on capturing the unique spirit of women. Membership is open to all students.

Glass Club

The Glass Club was organized to stimulate and increase interest in the art of glass work and the promotion of the sculptural fine arts on the Eastern Shore. The club is open to all interested students.

International Group

The club formulates, maintains and expands cultural and intellectual awareness among the SU student body, faculty, staff and the Salisbury community. It indicates, implements and develops a campus-wide integration of international students, as well as promotes cultural interest.

National Association for the Advancement of Colored People (NAACP)

NAACP is dedicated to improving the political, educational, social and economical status of minority groups; eliminating racial prejudice and keeping the public aware of the adverse effects of racial discrimination. The organization takes lawful actions to secure the elimination of discrimination consistent with the efforts of the national organization and in conformity with the articles of incorporation of the association, its constitution and bylaws, and as directed by the national board of directors.

Progressively Reaching Out Toward Understanding Disabilities (PROUD)

PROUD is comprised of disabled students and other concerned persons who are interested in discussing concerns and issues as they pertain to the disabled population. This organization is called to participate in the planning and evaluation of physical renovations and special programs.

Residence Hall Association (RHA)

RHA endeavors to pull together the talents of the representatives of each residence hall, in order to unify, serve and fulfill the needs of resident students at this University by improving and enhancing the educational, social and functional well being of the students' residence hall life.

StarNet Science Fiction Club

The Star Net Science Fiction Club, which originated in 1994, was designed to give students an opportunity to meet with students of similar interests to discuss and view various TV programs, movies and books belonging to the science fiction genre. It also offers an opportunity to learn more about astronomy and computers. StarNet provides students with a chance to visit other science fiction forums, such as conventions, experience astronomy first hand and learn more about various aspects of science fiction. Membership is open to all students and faculty who share these interests and a desire to meet others who share similar interests.

Student Emergency Medical Squad (SEMS)

The purpose of SEMS is to serve the students and faculty of SU by providing first response medical care to any individual in distress while on campus at any time, day or night, and to enhance the growth of its members.

Student Government Association (SGA)

The SGA is the primary student governance organization of the University. The SGA's main function is to act as a liaison between the faculty, administration and student body. Executive officers, elected each year in a campus-wide election, include president, vice president, recording secretary, corresponding secretary and parliamentarian. Senators of the SGA act as representatives on various committees of the University.

Student Organization for Activity Planning (SOAP)

SOAP presents a diverse and well rounded schedule of social, recreational, educational and multicultural programs and activities to meet the needs of the students at SU. SOAP events include concerts, comedians, lectures, films, variety acts, trips and more.

Union of African-American Students (UAS)

The UAS promotes the academic success of the members of this union, to support the mission of the University and to address and pursue issues concerning the welfare of the members of this union.

University Forum

The University Forum is an integral part of the shared governance structure on the campus of Salisbury University. The membership consists of all full- and part-time employees, all full- and part-time undergraduate students and all emeriti faculty and staff. While the primary governance structure of the University is made up of three constituent governance bodies that represent the students, faculty and staff of the University respectively, the University Forum exists to provide a venue and vehicle to facilitate, enable and coordinate communication of pertinent deliberations and to discuss issues affecting the entire campus community. Forum committees address issues affecting the entire University community that are not specifically assigned to any of the other aforementioned governance bodies. The Forum also forwards items and makes recommendations, as appropriate, to the administration and to the three representative governance groups.

Academic and Departmental Organizations

American Marketing Association (AMA)

The AMA was established to promote the growth, understanding, awareness and appeal for marketing in the business world; to deal with issues affecting the business community; and to offer an opportunity for practical, realistic experience in related vocational fields. Membership in the AMA is open to all students. To be national members, students must pay dues to the national organization.

American Society of Safety Engineers

The American Society of Safety Engineers' purpose is to promote the advancement of the safety profession and to foster the professional well-being and development of its members. The group sponsors a variety of safety programs.

Association of Information Technology Professionals (AITP)

The club promotes growth, understanding, awareness and appeal for information systems management. The club also provides an opportunity for experience in the data processing environment. Membership is open to all full time students of SU.

Chemistry Society

The purpose of the Chemistry Society is to encourage students interested in chemistry to share experiences together within the University community and promote interested members to further pursue professional careers and academic studies at the graduate level in chemistry.

Education Club

The Education Club is open to all SU students interested in elementary and/or secondary education. Club members may also join the Student National Education Association (SNEA), which includes membership in the Maryland State Teachers Association. The club offers the opportunity to hear a variety of speakers, to engage in support services for teachers, tutoring and mentoring programs for children, as well as special programs in the community and on campus. The Education Club holds regular meetings on the second and fourth Tuesday of each month. Officers are elected in December for one-year terms.

Environmental Health Club

The Environmental Health Club was organized to stimulate and increase interest in the environ-mental health major and its related professions, which comprise the interrelations between humans and their environment as they relate to health. The club sponsors guest speakers and field trips, provides an informal forum for discussion of environmental health issues and collects career and graduate school information. The club is open to all interested students.

Environmental Studies Association

The Environmental Studies Association promotes growth, understanding and awareness of the environment. Membership is open to all full time students and alumni.

Exercise Science Club

The purpose of the Exercise Science Club is to promote the professionalism of exercise science majors through group activities, attendance at professional conferences and interest meetings. The objectives include planning of activities related to exercise science. Members are encouraged to meet and share experiences, carry out research projects and increase networking for potential internship and employment opportunities.

Financial Management Association (FMA)

The FMA is a nationally recognized organization whose purpose is to help its members explore and pursue a career in finance. Throughout the year, the FMA offers students a chance to participate in a variety of activities. Some of these include community speakers, field trips and workshops. Information about meetings is posted bi-monthly in Holloway Hall.

French Club

The French Club provides an opportunity for students with all levels of the French language to get together outside the classroom to use the language and to have additional contact with many interesting aspects of the French culture. Even though active use of the language is encouraged, it is not a requirement. The French Club sponsors field trips, films, guest speakers, food activities and is actively involved in the community.

German Club

Open to all students, the German Club brings German culture to the campus and community through fun activities like the Oktoberfest, restaurant field trips, guest speakers, German banquets, community service projects and field trips to Busch Gardens. Activities are done in English and German.

History Club

The club is open to all persons interested in history. It provides an informal atmosphere for students and faculty to join together and share their common interests. Various activities such as banquets, films, field trips and lectures are planned throughout the year.

Institute of Management Accountants (IMA)

The IMA is affiliated with a national organization of management accountants and welcomes all students who have an interest in the accounting profession. The IMA sponsors professional activities that acquaint students with the opportunities available to accounting graduates. Students are welcome at the technical meetings sponsored by the Delmarva chapter of IMA.

Mathematics Association of America Student Chapter (MAASC)

The purpose of the MAASC is to assist all interested students in the further exploration of mathematical-related activities and to provide a social atmosphere for any interested student to congregate and interact with other students of similar interest. It is also the purpose of the organization to promote attendance at the Mathematical Association of America (MAA) conferences and activities, as well as encourage participation in MAA supported contests.

Medical Careers Society

The Medical Careers Society is an organization for those students who are considering a career in nursing, medicine, dentistry, veterinary work or any other health related field. Some programs are of general interest, but are planned to serve the specific needs of the pre-med or pre-dental students. Visiting physicians and other professionals provide interesting insight, guidance and the opportunity for informal discussions.

Mu Phi Epsilon

Mu Phi Epsilon is an international professional music fraternity. Its aim is to advance music in the community, the nation and in the world through the promotion of musicianship, scholarship and music education with an emphasis on service through music.

Music Educators National Conference (MENC)

MENC is a nationally recognized student and teacher organization. Its activities and publications are largely responsible for establishing, developing and promoting music education as a field of study and as a profession.

Phi Alpha Honor Society

Phi Alpha's purpose is to distinguish and promote academic achievement in the social work program at SU and to stimulate interest in preparation for a career in social work.

Philosophical Society

The Philosophical Society actively seeks to arouse on-campus passion for ideas and enthusiasm for thinking about provocative issues. It is dedicated to the proposition that learning in not equivalent to memorizing textbooks but requires asking extraordinary questions. Its regular colloquia includes an annual lecture series, informal social gatherings, and occasional trips to philosophical meetings.

Physical Education (PE) Society

The PE Society was formed to bring together those who are interested in teaching physical education. It is the purpose of this club to provide students with a background and knowledge of teaching physical education. PE Society members will go on field trips to the Maryland Association of Health Physical Education Recreation and Dance (MAHPERD) Convention every year. Members will also be exposed to guest speakers from the community discussing their methods and experiences with teaching. Membership is open to the entire SU full-time undergraduate community and meeting dates and times will be developed by consensus of membership.

Psychology Club

The Psychology Club is for all students interested in the field of psychology. The purpose of this club is to stimulate ideas and encourage growth, learning and experience in psychology. Some of the opportunities which are offered in this organization are lectures, faculty/student picnics, awards ceremonies, regular meetings and trips. Membership is open to all students who are passionate about and interested in the study of psychology.

Respiratory Therapy Association (RTA)

The RTA is an organization open to all respiratory therapy majors. Activities include medical seminars, socials, fund raising and community projects. The purpose of the RTA is to unite students who share a common interest in a career as a respiratory therapist.

Sigma Iota Epsilon

The Sigma Iota Epsilon Club is a management club for businesses. Membership is open to all SU students in all majors. The organization members visit businesses in the community to learn more about business management.

Social Work Club

The Social Work Club came into existence at SU in 1974. The club's mission is threefold: to perform campus/community service, educate the student body about social work and to orient students into the major of the program. Activities include speakers, bake sales, junior/senior mixer, a club picnic and the Senior Ceremony. Meetings and events are publicized throughout the year on the club's bulletin boards in Caruthers Hall. Students who wish to become involved can attend club meetings and/or participate in club events.

Society for Human Resource Management (SHRM)

The purpose of the SHRM is to acquaint students with the field of human resource management and/or labor relations. Membership is open to all undergraduate and graduate students at SU who are enrolled in at least six credit hours per term.

Sophanes

The Salisbury Theater Association is organized for students interested in working in theater. Under the auspices of the Department of Communication and Theatre Arts, Sophanes presents a balanced season of main stage productions, studio productions, and workshops for public performance. The organization is managed by students with faculty supervision. Academic credit is available for those participating in productions.

Spanish Club

The Spanish Club provides an environment in which all interested persons may share, through friendship, their common interests and experiences relative to Hispanic culture and the Spanish language, The club interacts with the Hispanic community through tutoring and other outreach programs. Additionally, the Spanish Club sponsors evenings of informal sessions in which the members converse in Spanish. Members enjoy planning fiestas, viewing Spanish speaking movies and dinners which are provided by the club.

Student Nurses Association (SNA)

The goals of the SNA are to provide events beneficial to the community and fellow SU students, allow students with a common interest an opportunity for gathering and communicating, and further those educational goals set forth by the Nursing Department. The SNA was formed by the first nursing graduates of SU during 1970.

Recreational

Cheerleading Club

The purpose of this organization is to promote school spirit while participating in a variety of school events.

Cycling Club (Bike Club)

The purpose of the Cycling Club is to promote and encourage cycling activities related to camping, touring and recreational activities. Membership is composed of any full-time, undergraduate student.

Dance Company

The SU Dance Company, originating in 1960 as the Modern Dance Club, provides opportunities for students to train in various styles of dance technique and to experience dance performance, choreography and production. Membership is open to interested students and community adults; new members are accepted at the beginning of each semester. Annual productions include a Fall Showcase of student works and a Spring Concert featuring faculty, a nationally recognized guest artist, and selected student works that demonstrate creative and technical excellence. The company also performs for campus organizations and community groups. The Dance Company co-sponsors professional dance artists and dance company residencies. An executive council of student leaders serves as a liaison to the faculty director. Credit is available for participation in the company.

Field Hockey Club

The Field Hockey Club was organized to provide male and female students with an opportunity to play competitive field hockey against other collegiate level field hockey teams. The club participates in a full semester schedule of games in the fall as well as a tournament in the spring. Competition includes such schools as Princeton University, Rutgers University, University of Delaware and the University of Maryland College Park. The Field Hockey Club provides an optimal means to interact and play with others who love the sport of field hockey. The club is open to all interested students.

Fishing Club

The Fishing Club encompasses all types of fishing ... fresh water, salt water, fly fishing and/or surf fishing. Seminars are held throughout the year on fishing skills and a tournament is held in April. The club also actively participates in environmental clean-ups.

Golf Club

The Golf Club helps promote growth, understanding and respect for the sport of golf. The club offers students, faculty and staff an opportunity to interact informally.

Men's Rugby

The Men's Rugby Club was formed to promote the growth, understanding, awareness and appeal for the sport of rugby. The club offers an opportunity for practical, realistic experience in the sport. Membership is open to all full-time students.

Outdoor Club

The Outdoor Club began in 1981 as a student organization to promote conservative activities and environmental awareness in the University community. Since its inception, students have participated in outdoor adventures as far away as Florida, Canada and Texas. Locally, trips have been taken to Assateague Island and the Pocomoke River. The club is dedicated to serving all students wishing to participate and to educating all students in survival skills and conservation philosophy.

Sailing Club

The Sailing Club provides an opportunity for all students interested in racing and learning the skills needed for competing on a collegiate level. It is a coeducational sports club, although some events are for women only, and some are for first-year students only. Competitions are scheduled weekends in both fall and spring semesters. The team's fleet is composed of nine Collegiate Vanguard Juniors and practices three times a week on the Nanticoke River. Commitment and dedication are essential for personal as well as team success. The team is a member of MAISA (Middle Atlantic Intercollegiate Sailing Association). Competition at regattas includes Division I schools such as the U.S. Naval Academy and Georgetown and Old Dominion universities. Salisbury has formed a new sailing conference with several other schools providing competition at all levels of skill. A willingness to work hard is essential. The team averages between 15 and 25 members a year.

Soccer Club

The purpose of the Soccer Club is to provide an opportunity for SU students to gather and share a common interest in soccer, promote individual and team development of soccer skills, to encourage members to regularly participate in the sport and in activities. Membership is open to all full-time, part-time, undergraduate and graduate students enrolled at SU.

Tae Kwon Do

The objectives of the SU Tae Kwon Do Club are to pursue excellence through developing strength in both body and mind by way of a traditional martial art. This will develop and improve self confidence, self discipline and self control.

Ultimate Frisbee Club

The purpose of the Ultimate Frisbee Club is to give students a chance to participate in the fun sport commonly referred to as Ultimate Frisbee. The team plays year round and practices at least twice a week. The clubs are recognized by the Ultimate Players Association, a member of the Mid-Atlantic Region.

Women's Club Soccer

The purpose of this club is to allow female athletes the opportunity to meet with others who share similar interests and to compete at the collegiate level. To qualify for membership, the student must be currently enrolled at SU for at least three credits, participate in at least 75 percent of the club meetings, practices, scrimmages and adhere to the dues.

Women's Rugby Club

The purpose of the club is to promote growth in women's rugby, offer an opportunity for practical and realistic experience in the game and deal with issues affecting women's rugby. No experience is necessary and new members are welcome.

Communications and Publications

Evergreen Yearbook

The *Evergreen* yearbook, a memory book collection of pictures and anecdotes, serves as a history, resource/reference book and as a public relations piece for the school.

The Flyer

The Flyer is dedicated to informing the campus of recent happenings and news that affect all college students, and to act as a forum for expressing individual viewpoints through editorials, commentaries, points of view and especially, letters to the editor. *The Flyer* is distributed every Tuesday of the semester. No experience is necessary and all are welcome and encouraged to join.

Mid-Atlantic Review

Mid-Atlantic Review, a student literary magazine, encourages the creative arts expressed through poetry, short story, and artwork through recognition in its annual publication. Material published in the *Review* is original work submitted by SU students. After careful evaluation, the *Review* staff selects submissions eligible for publication. The staff consists of students who wish to explore literary criticism and publication procedures. Any student interested is encouraged to join.

WSUR Student Radio

WSUR, which broadcasts live 17 hours a day from the second floor of the Guerrieri University Center, offers students experience in the field of radio. Experience is not limited to on-air personalities. Other members work behind the scenes in production, advertising sales, sports, news and promotions. WSUR broadcasts on campus on TV channel 11, off campus on 107.5 FM and around the world on the Internet. WSUR also hosts several concerts throughout the academic year. The largest, now called “Field Day” has hosted bands like Jimmie's Chicken Shack, the Violent Femmes and Run DMC.

Religion

Brothers and Sisters in Christ (BASIC) Campus Ministries

The club is a local church-based outreach to Salisbury University. BASIC provides an environment for students to come together for worship and fellowship. The club also hosts Bible studies and provide opportunities for Christians to share their faith. The University, by design, is an arena for the broad exchange of ideas and beliefs. In this type of environment it is easy to become confused. BASIC stands boldly shining the light of truth in Jesus Christ. Each semester the activities include weekly meetings, fellowship events, and a weekend retreat. The club also provides transportation to Sunday church services.

Catholic Campus Ministries (Newman Club)

The Catholic Campus Ministry is present at SU to serve the students, operating as one of the Christian student organizations. Catholic Mass is held on campus in Fulton Hall Room 111 on Sundays at 3:30 p.m. Students are welcome to participate in weekly meetings held immediately following Mass at 4:30 p.m. in the same room. Students work together to plan outreach activities, retreats, fund raisers, social events and faith studies. Everyone is welcome to join us in the ministry to the campus community and fellowship together.

Fellowship of Christians United in Study (FOCUS)

The purpose of FOCUS is to promote racial diversity; share, through study, the fundamentals of Christianity; encourage understanding of the principles represented in the Bible; and to share our faith with the student body.

Gospel Choir

The Gospel Choir at Salisbury University spreads the Gospel through song. The choir performs at local churches on the Eastern Shore and at an annual concert in the spring.

Jewish Student Association (JSA)

The purpose of the JSA is to provide Jewish-oriented social activities to all interested students at SU. It also provides a mechanism for liaison with the local Jewish community, Jewish students and the campus community, and expresses the concerns of all students relating to Jewish issues. Membership in the JSA is open to all interested students attending SU.

Latterday Saints Student Association

This organization is dedicated to helping all Latterday Saints college students stay closely affiliated with the church, succeed in their studies and achieve a balanced life while on campus. The association provides educational, social and spiritual activities for students, faculty, staff and their spouses. Membership is open to all who abide by church standards.

Student Impact/Campus Crusade for Christ

Student Impact is an interdenominational student Christian movement which provides opportunities for Bible studies, conferences, fellowship, retreats and fun! Fellowship meetings and Bible studies are held weekly.

Wesley Foundation/Methodist Campus Ministry

The purpose of the Wesley Foundation is to encourage interested members to share in fellowship with other University students, and to provide a caring and compassionate ministry to students and other members of the campus community who seek to integrate an understanding of the Christian faith within the academic and social environment of the University.

Volunteer and Service

Amnesty International

Amnesty International is independent of any political, ideological or religious affiliation. It is funded by donations from its members and supporters around the world. The organization is an independent, worldwide movement working impartially for the release of prisoners of conscience—those who have neither used nor advocated violence.

Habitat For Humanity

This community service organization welcomes all students and gives them the opportunity to provide low mortgage income housing for needy and deserving families. The SU chapter meets weekly to discuss fund raising and future events. The meeting is informal and is an excellent chance to meet new people and have some fun. In addition, students may choose to volunteer some time on Saturdays to work at the building site for the new homes.

Political

College Democrats

The purpose of the club is to promote involvement campus wide and to offer students a deeper understanding of the ideals of the Democratic Party. The organization is open to all students with an interest in the Democratic Party.

College Republicans

The SU Republican Club was organized to develop political skills and leadership abilities among Republican students as preparation for their future service to the party and the community. The club sponsors activities such as banquets, field trips and political lectures. It is open to all students who have an interest in the Republican Party.

Collegiate Conservative Society

The Collegiate Conservative Society is a non-profit educational foundation existing to foster conservative opinions and balanced news. In addition, the society works hard to involve the Salisbury community in University affairs. The Collegiate Conservative Society is open to any interested student and is a great place for future leaders to gain experience.

Maryland Student Legislature (MSL)

The MSL delegation of SU provides an opportunity for students to get a hands-on understanding as to how our legislative branch of government works. Members participate in debates and discussions. They learn the logistics of parliamentary procedures and form a camaraderie with fellow students. MSL participates in several statewide events each year, including the Interim Council in November, the Leadership Training Institute in March and the Annual Session held at the State House in Annapolis each April.

United Greens

United Greens promotes the ideals and standards of democracy, upholds the ideas and standards of the Association of State Green Parties, and raises awareness of violations to the rights of all people in the United States and globally.

Greek Affairs

Greek Governance Systems

Greek Council

The Greek Council is designed to unify the Greek community through improving communication, increasing understanding, promoting cooperation and providing support among Greek affiliates. It also articulates the values and contributions of Greek affiliates to the campus and local communities and serves as a vehicle for communication with the administration and campus community regarding issues of common concern. Throughout the semester, the Greek Council organizes myriad academic, social and community service events. Membership is open to members of nationally affiliated Greek organizations.

Interfraternity Council

The purpose of this organization is to promote the interests of the University and member fraternities to ensure cooperation between the member fraternities and the University authorities, and to ensure cooperation among the member fraternities and other Greek societies on campus.

Panhellenic Association

The Panhellenic Association consists of members from national sororities and women's fraternities at SU. The purpose is to inform others about the growing Greek community on campus and to work together toward a common goal. A formal membership recruitment period enables them to promote opportunities for the development of undergraduates through membership in women's fraternities/sororities.

Fraternities

Alpha Sigma Phi

Alpha Sigma Phi was founded in 1845 at Yale University. Its mission is to create and perpetuate brotherhood, foster education, encourage culture, high scholarship and assist in building character. Participation in a national partnership with Canine Companions for Independence is offered and encouraged. The fraternity also sponsors the annual Academy of Leadership for leadership training for chapter officers.

Pi Lambda Phi

Pi Lambda Phi was originally founded in 1895. Pi Lamb is a non-sectarian and non-hazing fraternity. It was founded at Salisbury in the spring of 1986. Pi Lamb offers friendship, a rewarding social life and a tremendous potential for growth.

Sigma Alpha Epsilon

Sigma Alpha Epsilon is the largest national fraternity and was the first Greek social fraternity founded on the SU campus. Colonization was achieved in October 1975 with a formal installation taking place November 12, 1977, at which time the Maryland Sigma Chapter was formed. The fraternity has diversified programs to enrich and broaden a student's college experience. The programs vary from strongly stressed academics, campus leadership, cultural events, fund raising and community service/philanthropic projects to an avid social life.

Tau Kappa Epsilon

Tau Kappa Epsilon fraternity is a nationally based fraternity and is one of the most active fraternities in the country. It was originally founded in 1899 to develop the mental, moral, and social aspects of college men. It was founded at SU on February 7, 1987. TKE is known to both the campus and the community for its civic and charitable activities. TKE helps to develop a young college student in the mind, body, and heart by practicing the values of love, charity and esteem necessary to succeed in the world today. projects are conducted throughout the year.

Sororities

Alpha Sigma Tau

Alpha Sigma Tau was founded by eight women at Ypsilanti State College in 1899. The sorority's purposes are to develop the character of each member through a study of ethics, thus illustrating sincerity, honesty, love and understanding, to help each woman enjoy cultural advantages, and to develop in each member the social graces. A woman is a member of AST who, being rushed according to the University regulations, pledged and initiated as described in the Standing Rules for Collegiate Chapters, pays the required fees and signs the ritual book.

Delta Gamma

Delta Gamma was originally founded at Lewis School for Women in Oxford, MS, on Christmas Day in 1873. The founders were three young women learning to weave leadership and team membership with sisterhood and friendship. The Zeta Psi chapter at Salisbury University is the newest addition to the Panhellenic System. Delta Gamma supports philanthropy of sight conservation and aid to the blind.

Phi Mu

Phi Mu is the second oldest sorority in the National Panhellenic Conference. It was established at SU in 1988. To each of its members being a Phi Mu means having true friends to return to each semester, as well as a place to find support and assistance when needed. Our chapter is dedicated to providing an opportunity for shaping goals, learning leadership skills and sharing ideas. In addition, Phi Mu's enjoy an active social life. Phi Mu participates in local community service as well as national philanthropic projects such as the Children's Miracle Network.

Zeta Tau Alpha

The purpose of ZTA is to promote sisterhood, to prepare for service, to develop higher qualities of life, to intensify friendships and to promote happiness of members. ZTA is the third largest in the National Panhellenic Conference and provides lifetime membership. ZTA was founded at Longwood College in Farmville, VA, in 1898 and was officially established at SU in 1975, making it the first national sorority on campus. To be eligible for membership, one must be a full-time student with a 2.0 or better GPA.

Academic Honoraries

Alpha Sigma Lambda

Alpha Sigma Lambda, established in 1992, is the honor society for adult learners. According to national guidelines, invitation to ASL is based on academic performance, age 25 years or older, four semester part-time and two semester full-time residency at SU and completion of 30 credit hours (15 of which must be outside a student's major). Eligible students are notified each spring semester.

Beta Beta Beta

The purpose of Beta Beta Beta Biological Honor Society is to function as an honor and professional society for students of the biological sciences. Its activities shall be designed to stimulate interest, scholarly attainment and investigation in the biological sciences and to promote the dissemination of information and new interpretations among students of the life sciences.

Beta Gamma Sigma

The mission of Beta Gamma Sigma is to encourage and honor academic achievement and personal excellence in the study and practice of business. It is the only scholastic honor society recognized by the International Association of Management Education (AACSB). Membership is open to both M.B.A. students and undergraduate students with a major in accounting, business administration or management information systems who are tapped by the Perdue School of Business. To be tapped, undergraduate students in their junior year must be in the top 7 percent of their class or seniors in the top 10 percent of their class. M.B.A. students must be in the top 20 percent of their class. Of approximately 300,000 students receiving M.B.A. accounting, business administration or management information systems degrees nationally in any given year, approximately 15,000 are tapped for membership in Beta Gamma Sigma.

Gamma Theta Upsilon

The Zeta Eta chapter of Gamma Theta Upsilon, an international honor society in geography, was established at SU in 1980 to recognize scholarly achievement and to foster professional growth and geographic research. Junior or senior geography majors are eligible for membership by completing at least 18 credit hours of geography with a minimum grade point average of 3.25 and an overall grade point average of 3.0. Notification of eligibility is given by the organization to prospective members .

Honors Student Association

The purpose of the Honors Student Association is to provide students with cultural, intellectual and social activities outside of the classroom setting and to promote community service. The group also serves as a liaison between students enrolled in the Bellavance Honors Program and the Honors Program Committee. It makes recommendations for honors course offerings and advises the committee on matters relating to program requirements and changes.

Kappa Delta Pi

The Rho Eta chapter of Kappa Delta Pi promotes excellence in and recognizes outstanding contributions to education. This honor society endeavors to maintain a high degree of professional fellowship and growth among its members. Qualifications for membership are academic achievement and leadership in education.

Lambda Beta Honor Society for Respiratory Care

The Lambda Beta Honor Society for Respiratory Care at SU was formed to bring together those who are interested in a career in respiratory care. The purpose of the honor society is to promote, recognize and honor scholarship, achievement, service and character of students, graduates and faculty members of the SU Respiratory Therapy Program. Junior and senior student members are available to mentor those wishing to pursue a career in respiratory care. Students will be invited to become members of the SU chapter of Lambda Beta after completing the first semester as a respiratory major with a GPA of 3.0. Students in the top 25 percent of their class will be inducted into the national level of Lambda Beta during the spring semester of their senior year.

Lambda Iota Tau

Lambda Iota Tau is an honor society designed to recognize English majors who have achieved scholastic excellence. The Delta Psi chapter of Lambda Iota Tau was chartered in July 1976 and has inducted members every year since. To qualify, English majors must earn 55 or more credit hours at SU, attain at least a 3.1 grade point average in 12 or mor hours of literature a English, and maintain at least a 3.0 cumulative grade point average. Those majors meeting such qualifications will be invited to submit initiation papers. Those whose papers meet chapter standards will become members of Lambda Iota Tau.

Lambda Pi Eta

Lambda Pi Eta is the official undergraduate communications honor society of the National Communication Association. Its purpose is to recognize, foster and reward outstanding scholastic achievement, stimulate interest in the field of communication studies, and to promote and encourage professional development among communication majors.

Omicron Delta Kappa

Omicron Delta Kappa is a national leadership honor society for college students that recognize and encourage superior scholarship, leadership, and exemplary character. The society also recognizes achievement in athletics, campus or community service, social and religious activities, speech and the mass media and the creative and performing arts.

Phi Alpha

The Chi Eta chapter of the social work honor society encourages high scholastic attainment, provides a closer bond among students of social work and promotes humanitarian goals and ideas.

Phi Alpha Theta

The Eta Iota chapter of Phi Alpha Theta international honor society in history was established in 1959 to serve the needs of those students who have maintained a high scholastic average and who are interested in the further study and teaching of history. Membership is restricted to juniors and seniors. Notification of eligibility is given by the organization.

Phi Epsilon Kappa

The Epsilon Theta chapter of the Phi Epsilon Kappa Physical Education Honors Fraternity is an organization dedicated to improve the recognition of physical education and interests of the profession in an academic community.

Phi Eta Sigma

Phi Eta Sigma is a national honor society which encourages and rewards high scholastic attainment among freshmen. Freshmen women and men are invited to join if their cumulative grade point average at the end of the fall or spring semester of their first year is 3.5 or higher.

Phi Kappa Phi

Phi Kappa Phi is an international honor society with a local chapter on the SU campus. It fosters and recognizes outstanding scholarship in students from all areas of instruction. It is the only honor society which moves across the lines that traditionally separate the diverse academic disciplines. Juniors and seniors invited to membership must rank in the upper brackets of their graduating class. Those eligible for induction are notified during the academic year.

Phi Sigma Tau

The Maryland Zeta chapter of Phi Sigma Tau, an international honor society in philosophy, considers its organization instrumental in the day-to-day existence of the University. It serves as a means for developing and honoring academic excellence as well as philosophical interest. In addition to providing a means of awarding distinction to students having high scholarship and interest in philosophy, the society also promotes interest in philosophy among the general collegiate public. The society gives notification of eligibility.

Pi Gamma Mu

Pi Gamma Mu is an international honor society in the social sciences. To qualify for membership, a student must be a junior, senior or graduate student in the upper 35 percent of the class; have at least 20 semester hours in one or more of the five core areas (economics, history, international relations, political science, sociology/anthropology) and in some other social science disciplines such as social psychology, criminal justice or human geography; and have a GPA of a B or better. Membership and leadership in the collegiate chapter are shared equally between faculty and students. Pi Gamma Mu gives recognition to good scholarship and actively promotes it all year long through enriching activities, service projects, a scholarship program and a lectureship program.

Pi Sigma Alpha

The Pi Xi chapter of Pi Sigma Alpha, a national honor society in political science, was established in 1987 to recognize the scholarly achievement of outstanding political science students. To qualify for membership, a student must complete 18 hours of political science courses, be a junior or senior, have a 3.0 overall grade point average and have a 3.25 grade point average in political science courses.

Psi Chi Club

Psi Chi, a national honor society in psychology, was founded in 1929. The Salisbury chapter was established in 1974 to advance the science of psychology and to encourage, stimulate and maintain scholarship of the individual members in all fields, particularly in psychology. The requirements for membership in Psi Chi start with the completion of 12 semester hours in psychology; some grade point requirements also exist.

Sigma Theta Tau

Sigma Theta Tau is the international nursing honor society which recognizes excellence in scholarship, leadership and research in nursing. To qualify for membership in SU's Lambda Eta chapter, an undergraduate student must have completed one-half of the nursing curriculum, rank in the upper 35 percent of the graduating class and demonstrate potential for or achievement in nursing leadership. A graduate student is required to have a 3.5 GPA on a four point scale or its equivalent, to have completed one-fourth of the program of study and have potential for leadership in the nursing profession.

Undergraduate New Student Experience

www.salisbury.edu/students/seminars

The University's New Student Experience program is designed to help new undergraduate students achieve success in college. It has seven equally important components:

University Visits

For high school students, and for college students considering transferring, deciding on a college requires comprehensive information about that college's campus, faculty, staff, students and programs. SU provides this opportunity at its Saturday Open Houses, held monthly throughout the academic year. Prospective students also may learn about the University during weekday visits arranged through the Admissions Office. In either case, prospective students learn what they need in order to make an informed choice.

Preview (Summer Advising and Course Registration)

All new students come to the campus for one day in the summer and participate in discussions on campus life, academic and career planning, and registration for the fall semester. Information is provided about financial aid, dining service, housing, parking and student organizations.

New Student Orientation Seminars

All new students and transfer students with fewer than 24 credits enroll in a brief orientation in which they learn important academic skills, become aware of campus services and organizations, and develop supportive relationships with others in the campus community. Students may complete this requirement through several alternative experiences in the summer before beginning their freshman year or in a classroom setting on campus during their first semester at SU. No credit toward graduation is awarded for this course.

Welcome Week

The Office of Student Activities and Organizations seeks to provide events that will allow new and current students an opportunity to become involved with campus life, complement the classroom experience with co-curricular activities and aid in forming relationships with the students.

Fall Convocation

Fall Convocation marks the beginning of each academic year. Music, the procession of the faculty in academic regalia and a special address by a faculty member mark this traditional ceremony designed to encourage new students to reflect on the meaning of a college education and the challenges facing them. Fall Convocation is held in the auditorium of Holloway Hall and culminates "Welcome Week Activities."

Family Weekend

Family Weekend is planned for the families of new and returning students. Held in October, this event provides family members an opportunity to visit the campus, meet with professors and staff, sit in on class sessions typical of the University's course offerings, and attend special events in order to observe firsthand the transition new students make to University life.

Honors Convocation

Each year during the spring semester, an Honors Convocation is held. At this event, public recognition is given to students who have made outstanding contributions to campus life and who have distinguished themselves academically. Information on all awards is available from the Office of the Vice President of Student Affairs.

Registration and Student Records

www.salisbury.edu/registrar/

For information on graduate registration refer to the Graduate Student Information section of this catalogue, Page 18.

Registrar's Office

The Registrar's Office, located in Holloway Hall, handles registration for all credit bearing courses offered by the University and maintains student biographical and academic records. Each academic semester, prior to preregistration, the office publishes the *Registration Bulletin* which contains a comprehensive academic calendar, registration procedures, a complete list of course offerings, and other materials pertinent to the advisement and registration process for the upcoming terms. The *Final Academic Schedule*, available shortly before the start of the fall and spring semesters, contains an updated list of course offerings. Course offerings are also made available each semester via the World Wide Web.

Registration

General Information

To receive academic credit for a course, a student must be officially registered for the course. Normally, students are not allowed to enroll in any new coursework after the first week of classes. The University reserves the right to discontinue any under-enrolled courses or course sections.

Academic Advisors

Academic advisors provide students with pertinent information about their majors and assist in planning their programs of study. Once students have selected their majors, they are assigned faculty advisors in their major departments. Students declaring undecided as their major are assigned advisors by the Office of Academic Affairs. Students are encouraged to make an appointment with their faculty advisors early in the semester to discuss their programs and goals. Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

University System of Maryland Inter-Institutional Registration Program

Salisbury University and UMES have established a Credit Exchange Program for full-time undergraduate students. With the prior approval of both institutions, students at SU may participate in the program and may enroll in courses which are offered at the University of Maryland Eastern Shore. Students participating in the exchange program pay fees to Salisbury State and the credit which is earned in this program is considered as credit earned at Salisbury State. Grades for courses in the program are used in computing the SU grade point average.

Students also may attend other University System of Maryland institutions as a part of an Inter-Institutional Enrollment Program. In order to participate, a student must be a full-time student taking at least 50 percent of the course credit at SU. For additional information, contact the Registrar's Office.

Preregistration

Matriculated freshmen enrolling for the fall semester participate in an organized advisement and registration session during the summer orientation program. An abbreviated program is provided for matriculated transfer students entering for the fall semester, and all matriculated new students entering for the spring semester.

In November and April, preregistration/program planning packets for the subsequent semester are made available to all matriculated students by the Registrar's Office. Packets for resident students are delivered via their campus post office boxes. Packets for off-campus students are made available for pick-up at the Registrar's Office. Students are responsible for establishing advisement appointments with their faculty advisors. Completed Program Planning Forms must be approved by the faculty advisor and returned to the Registrar's Office or entered via the Gull Line telephone student information system with the use of an advisement identification number provided by the advisor.

Non-matriculated students may register for fall and spring semester courses during the time periods indicated in the academic calendar.

Summer and winter term registrations for all students occur during the two-week preregistration/program planning period and at designated times prior to the start of classes.

Registration by Telephone

Students may register, drop and add courses, identify open course sections, obtain a listing of their course schedule, and receive grades for completed courses via the Gull Line. The Gull Line is a menu-driven telephone student information system from which students can obtain financial aid, registration and records, and billing information. The Gull Line can be accessed by calling 410-546-6426.

To register via the Gull Line, students must first meet with their faculty advisor and obtain an advisement identification number. While initial use of the registration portion of the telephone system during preregistration requires the use of this advisement identification number, subsequent uses during that term do not require use of the number. To make full use of the Gull Line, students should refer to the instructions published in the *Registration Bulletin* and *Final Academic Schedule*. The telephone system is available for registration purposes only during the time periods noted in the *Registration Bulletin* and *Final Academic Schedule*. Non matriculated students or students who have not been formally admitted to the University via the Admissions Office may not utilize the Gull Line.

Students who elect not to use the Gull Line may register and perform other registration and records functions in the Registrar's Office.

Priority Drop/Add

Priority drop/add enables undergraduate students who preregistered for the fall or spring semesters, but were closed out of one or more courses or course sections, to adjust their class schedules before the start of the semester. This opportunity occurs during the last week of spring classes for students registering for the fall semester, and during the last week of fall classes for students registering for the spring semester. Students who are eligible for priority drop/add are notified in advance by the Registrar's Office.

Drop/Add Period

Students may adjust their course schedules during the drop/add period which takes place during the first week of classes, for courses that meet two or more days per week. The period is extended through the second week for courses that meet one day per week. Courses that are officially dropped during this period do not appear on the student's permanent academic record.

Deregistration from Full Classes

During the drop/add period, instructors of courses that have reached maximum enrollment may instruct the Registrar's Office to deregister individual undergraduate students provided the following criteria are met:

1. The student has missed two consecutive class meetings/days during the drop/add period.
2. The student has not notified the instructor of their intention to remain in the class.

Deregistrations are performed to allow other students access to filled courses.

Late Registration

Students registering during the drop/add period will be assessed a late registration fee. Previously registered students who add classes to their schedule must pay any additional tuition and/or fee charges immediately. Students will be assessed a late payment fee for payments received after the drop/add period, which are not part of a previously established payment plan.

Schedule Adjustment Period

After the drop/add period students may officially withdraw from any course during the schedule adjustment period and receive a grade of W. This period extends until mid-semester during the fall and spring semesters and five days following mid-semester during the summer and winter terms. Students may not withdraw from individual courses after the schedule adjustment period.

Graduate Credit

Salisbury University undergraduates with cumulative GPAs of at least 2.75 (3.0 for Perdue School of Business) and are within six semester hours of completing their baccalaureate degree may register for up to six hours of graduate credit to be completed concurrently with their remaining degree requirements. Graduate courses completed under this arrangement cannot be used to satisfy a student's remaining undergraduate degree requirements.

Students planning to enroll for graduate credit during their final semester as an undergraduate must submit a completed Course Registration Form and a completed Application for Graduate Credit in Senior Year form with the signature approvals of both their current faculty advisor and the graduate program director to the Registrar's Office.

Declaration/Change of Major

The University encourages undergraduates to seek guidance from professionals within their fields of interest by recommending that they declare a major as early in their programs as possible. Students are required to declare a major upon completion of 45 semester hours of coursework. Students may declare more than one major. Individuals failing to declare a major are not allowed to register for subsequent semesters. Students wishing to declare or change their major should submit a completed Change of Major form with the signature approval of their new department or program to the Registrar's Office.

Pass/Fail Credit Option

During their junior and senior years, undergraduates may take courses on a pass/fail basis, subject to the following conditions:

1. Courses taken on a pass/fail basis may not be used to satisfy General Education, major or minor requirements with the exception of non-traditional credit awards and field-based courses where pass/fail is the only grading option. In addition, courses used to satisfy the University's 300/400 level requirement may not be taken on a pass/fail basis.
2. Students may take as many as four courses under the pass/fail option but may elect only one pass/fail credit course per semester unless a course is offered only on a pass/fail basis.
3. Students on academic probation may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Individual courses can be designated as pass/fail by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar' Office. Changes to or from pass/fail are permitted only during the preregistration, registration and drop/add periods.

Auditing Courses

Audited courses bear the same tuition and fees as for credit coursework graded in a traditional manner. Audited courses are counted as part of an individual's course load but cannot be used to satisfy any graduation requirement. Students are assigned W grades for non-attendance. Individual courses can be designated as audit by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar's Office. Changes to or from audit are permitted only during the preregistration, registration and drop/add periods.

Repeating Courses

Unless otherwise indicated in the course description, undergraduates may not receive credit more than once for courses covering the same or similar content or topics. Students repeating a course covering the same or similar content will receive credit for the last occurrence of the course only, provided the course is graded A, B, C, D, F or I. Repeated coursework is noted as such on the student record, remains in the student's attempted hour calculations, and is removed from the earned hour, quality point and GPA calculations.

Multiple occurrences of the same course will be allowed for topics courses covering different material, independent study courses, performance courses, and other courses where the course descriptions and department policy allow.

Credit Hours and Course Loads

Where undergraduate lecture courses are concerned, one semester hour is granted for approximately one class hour per week. Because of the nature of activity, laboratory, performance, studio and other types of courses, more in-class time is typically required. Students are expected to support each credit hour for which they enroll with a minimum three hours per week of combined classroom, laboratory, performance, studio and outside study activities, based upon their individual registrations. Thus, students enrolling in 15 semester hours should spend a minimum of 45 hours in coursework related activities each week.

Most programs at the University are designed for completion within a four-year time period, provided the student completes an average of 15 to 16 semester hours of coursework each regular semester. While 12 to 19 semester hours is considered full-time for tuition purposes, 15 hours of coursework is considered by the University to be an average load. Students registering for more than 19 semester hours of coursework during any given semester must have the approval of the dean of the school housing their major program.

Student Records

Change of Name/Student Number

Students wishing to change or correct their name, Social Security number or other biographical information should contact the Registrar's Office for current policies and procedures.

Change of Address

Students must keep the University apprised of changes to their permanent, billing and local addresses and telephones by notifying the Registrar's Office on a timely basis.

Classification of Students

Undergraduates are classified according to the number of semester hours completed with grades of A, B, C, D or PS as follows:

Freshman	0-29	Junior	60-89
Sophomore	30-59	Senior	90 and above

Students also are designated as follows:

Matriculated Undergraduate Students

Matriculated or degree seeking students are full-time or part-time degree candidates and are assigned a faculty advisor in an academic department.

Undergraduate Non-Degree Students

Undergraduate non-degree students (UND) are students usually pursuing one or two courses for personal or professional development and are not assigned an advisor. Upon completion of 30 semester hours, these students must apply for admission to the University as matriculated students. There are two types of UND students who are assigned advisors:

1. Provisional students, who are first-time students to the University. They are full-time, non-matriculated students attending under the direction of the dean of enrollment management.
2. Restricted-status students, who have been academically dismissed but who are permitted to continue to attend the University under the direction of special academic programs. The director assigns these students to advisors.

Full-Time/Part-Time Enrollment Status

Enrollment status (full- or part-time) is determined by the number of credits students have completed or are pursuing. Undergraduates enrolled for 12 or more semester hours pay full-time fees and tuition regardless of classification. Undergraduates enrolled for 11 or fewer semester hours pay tuition assessed on a per credit basis and pay part-time fees.

Undergraduate Grading System

The following grades are used to indicate undergraduates' achievement in individual courses:

A - Excellent
Denotes superior achievement. The A grade is reserved for outstanding performance.

B - Very good
Denotes high achievement. It is a mark of distinction.

C - Satisfactory
Denotes adequate achievement.

D - Passing
Denotes marginal achievement. The D grade indicates minimal exposure to the principles and techniques presented.

F - Failure
Denotes inadequate achievement. The F grade is also given for late or unofficial withdrawals.

The following symbols are not accompanied by quality points and do not contribute to students' grade point averages. They may, however, appear on students' permanent records and are defined accordingly.

I - Incomplete
Noncompletion of a course due to unavoidable circumstances beyond the student's control. The I automatically becomes an F if coursework is not completed prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

PS - Pass
A passing grade for credit-bearing courses taught or taken on a pass/fail basis.

S - Pass
Not for University credit—a passing grade in those courses which cannot be applied to undergraduate degree requirements.

CS - Continuing Satisfactorily
Satisfactory progress in a developmental studies course which extends into a subsequent semester.

AU - Audit
Approved attendance without credit.

W - Withdrawal
Official withdrawal from a course during the schedule adjustment period.

WP/WF - Withdrawal Passing/Withdrawal Failing
Official withdrawal from the University after the schedule adjustment period, denoting passing or failing status at the time of the withdrawal.

NR - Grade Not Reported by Instructor

IP - In Progress
Used for grading ongoing theses and research projects, internships, or independent studies which extend into a subsequent term. Unlike the I grade, the IP grade does not automatically become an F at the end of a given time interval.

R - Repeated Course
Preceding a grade (RA, RB, RC, RD, RF), denotes that the course has been repeated. A repeated course is removed from attempted hours (AHRS), earned hours (EHRS), quality hours (QHRS) and the grade point average calculations. The new course and grade are included in the hour and grade point average calculations.

X - Clemency Grade
Preceding a grade of D or F (XD, XF) denotes that academic clemency has been granted for the course, and that the course has been removed from attempted hours (AHRS), earned hours (EHRS), quality hours (QHRS) and the grade point average calculations.

NOTE: Students who need to meet eligibility criteria for athletics, financial aid, scholarships, etc. should be aware that courses with grades of W, WP, WF, I or IP will not be included in credits successfully completed.

Undergraduate Grade Point System

Only courses completed at Salisbury University or through certain approved cooperative programs, and assigned grades of A, B, C, D and F, are used in the grade point average (GPA) calculations.

Grade point averages are calculated in the following manner:

1. Quality points are assigned to letter grades such that A=4, B=3, C=2, D=1 and F=0. Quality points for individual courses are computed by multiplying the quality points assigned an individual letter grade by the credit hours received for the course.
2. The current or semester GPA is calculated by dividing the quality points earned for all applicable courses (QPTS) for the semester by the credit hours received for those courses (QHRS) during the semester, for example:

Course	Credit Hours	Grade	Quality Points
English 101	3	B	9
History 101	3	D	3
Chemistry 121	4	A	16
Math 103	3	C	6
Art 104	3	F	0
	Totals: 16 QHRS		34 QPTS

34 QPTS/16 QHRS=2.12 Current GPA

3. The cumulative GPA is calculated by dividing the total quality points earned (QPTS) for all semesters by the total applicable credit hours (QHRS).

Undergraduate Transfer of Credit from Other Institutions

For graduate transfer information see the Graduate Student Information section, Page #.

Students who have attended other regionally accredited institutions may be admitted to the University based upon the current transfer admission policy.

General Transfer Policies

1. Transferred coursework is not included within the Salisbury University current or semester or cumulative GPA calculations. Likewise, Salisbury University coursework repeated at another institution will not impact the current or semester or cumulative GPA calculations. However, coursework grades from other institutions may be used along with coursework completed at Salisbury University when determining eligibility for participation in major and minor programs and other study options.
2. Students must complete 30 of the last 37 hours of coursework at Salisbury University. However, students enrolled in approved cooperative programs or study abroad options may request to have additional coursework included in their final 37 hours.
3. Coursework completed at other institutions is evaluated for transfer by the Admissions Office. A maximum of 90 credit hours from two- and four-year institutions, and 64 credit hours from two-year institutions, may be applied to the 120 credit hour minimum required for graduation. Transferred coursework may be used to satisfy General Education requirements at Salisbury University and, when approved, coursework requirements for major and minor programs and other study options.
4. Official transcripts of all coursework completed at other institutions must be received by the Admissions Office by the close of the student's first semester (fall or spring) at Salisbury University. The University reserves the right to refuse the transfer of coursework where official transcripts are not received in a timely manner.
5. Questions related to the evaluation of transferred coursework should be directed to the Admissions Office. Appeals should be directed to the Academic Affairs Office within one academic year of the student's first attendance. Evaluations which are more than one year old are not subject to appeal.

Taking Courses at Another Institution

Currently admitted, degree-seeking students at Salisbury University may transfer coursework from other institutions based upon the following policy:

1. Coursework must be pre-approved by the Registrar's Office or the Admissions Office transfer counselor. Coursework applicable to the student's major must also be approved by the de-

partment chair for that major. Request to Study at Another Institution forms are available from the Registrar's Office.

2. Coursework must be completed with grades of A, B, C or PS (where courses are graded on a pass/fail basis only).
3. Official transcripts of the coursework completed must be received from the other institution by the close of the student's next semester (fall or spring) at Salisbury University.
4. Students must complete 30 of the last 37 hours of coursework at Salisbury University. Coursework falling within the final 30 credit hours for degree completion must be pre-approved by the Academic Affairs Office.

Coursework completed by students enrolled in the Inter-Institutional Registration Program of the University System of Maryland will be treated as credit earned at Salisbury University. Coursework will be applied toward graduation requirements, and grades included within the GPA calculations at the University.

Inter-Institutional Concurrent Enrollment and Cooperative Dual Degree Programs

Credit earned while students are enrolled in either the Inter-Institutional Concurrent Enrollment programs with University System of Maryland member institutions and/or the Cooperative Dual-Degree programs with the University of Maryland Eastern Shore and other institutions are treated as credit earned at Salisbury University. Coursework and grades earned as a part of these programs are included within the University attempted hour, earned hour, quality point and grade point average calculations.

Withdrawal from the University

Students may withdraw from the University before the administration of their final examinations, but no later than 5 p.m. on the last day of classes. Any student who withdraws from the University during any period of instruction must complete a Withdrawal Form obtained from the Registrar's Office. Students who officially withdraw from the University after the schedule adjustment period receive grades of WP and WF to denote their grade status at the time of withdrawal. Nonattendance of classes does not constitute withdrawal from the University. Students who do not officially withdraw from the University forfeit their right to any tuition refund. Matriculated students who have withdrawn from the University and wish to be reinstated as such, must be readmitted by submitting an Application for Readmission form with the required fee to the Admissions Office.

Readmission

Matriculated undergraduates who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Admissions Office. Students who have been academically dismissed may only apply for readmission once they have reduced their deficit point totals to the appropriate levels. Students must declare a major at the time of readmission.

Students who have attended other institutions since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Office of Admissions.

The deadline for applications for fall semester is July 1; for the spring semester, December 1. However, the University reserves the right to close readmission when the enrollment limit has been met.

Transcripts

The Registrar's Office issues transcripts only upon the written request of the student. All financial obligations to the University must be met before transcripts are issued. Requests can be made in person, by mail or fax. In-person requests for official transcripts should be made using a Transcript Request form. Mail or fax requests made without a Transcript Request form must include the student's full name, the name used while enrolled at the University if different from current name, Social Security number, current mailing address and daytime telephone, the complete name and mailing address of the individual or organization to receive the transcript, any other pertinent instructions and a clear signature. Requests should be mailed to Registrar's Office, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801-6860, or faxed to 410-548-5979. There is no charge for processing and regular delivery of transcripts, however, express mail expenses are the responsibility of the student and must be prepaid.

Non-Traditional Credit Policies

Credit By Examination

Salisbury University recognizes several methods in which undergraduates can demonstrate academic competence in specific areas outside the traditional classroom setting. Therefore, the University awards college level credit to students proving competence in academic areas through certain examinations and educational programs.

Undergraduates may apply up to 60 semester hours of credit by examination coursework to the completion of a baccalaureate degree. Credit by examination coursework can be used to satisfy general education, major and minor requirements with the appropriate approval. Students who have completed or are enrolled in advanced courses may not receive credit by examination coursework for lower-level courses in the same subjects.

Advanced Placement (AP)

Undergraduates who have completed Advanced Placement (AP) courses in high school and have taken the corresponding College Board examination may be entitled to advanced standing credit at Salisbury University. Contact the Registrar's Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Registrar's Office.

College-Level Examination Program (CLEP)

Undergraduates who have attained competence in college-level subjects through extensive reading or other experiences may gain credit through one or more of the College Board's College-Level Examination Program (CLEP) general or subject examinations. Contact the Registrar's Office for minimum score and coursework equivalency information, or to schedule for an examination. Official examination results should be submitted directly to the Registrar's Office.

Departmental Challenge Examinations

Undergraduates who wish to fulfill course requirements and earn credit for a course by challenge examination in lieu of classwork may do so with the approval of the appropriate department chair. A student who has not enrolled at Salisbury State is not eligible to take a challenge examination.

International Baccalaureate (IB) Examinations

Undergraduates who have completed higher level International Baccalaureate (IB) courses in high school and have taken the corresponding IB examination may be entitled to advanced standing credit at Salisbury University. Contact the Registrar's Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Registrar's Office. A maximum of 30 semester hours of advanced standing coursework will be awarded for IB related courses.

Military Education Credit

Undergraduates may receive academic credit for educational experiences in the armed forces. Specific information regarding credit for military education is available in the Registrar's Office.

University Curricula

Undergraduate Degree Programs

The University offers undergraduate programs leading to the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Science and the Bachelor of Arts in Social Work. Minimum requirements for graduation include satisfactory completion of 120 semester hours, 47 of which must be in prescribed General Education courses. Some majors require more than 120 semester hours, usually to meet accreditation standards. See the particular department for details.

Graduate Degree Programs

The University also offers graduate programs leading to the Master of Education, the Master of Education with a major in public school administration, the Master of Education in reading, the Master of Arts in Teaching (cooperatively with the University of Maryland Eastern Shore), the Master of Arts in English, Master of Arts in history, the Master of Business Administration, the Master of Science in applied health physiology, the Master of Science in nursing and the Master of Social Work.

General Education

All students seeking a bachelor's degree from Salisbury University are required to complete a series of General Education courses. The faculty of the University believe that General Education is an essential element in the University experience and have structured the components of the General Education program to realize both a traditional and a contemporary mission.

The traditional mission is to provide students with a broad experience in the liberal arts. The contemporary mission of General Education is to provide students with a common ground of understanding and competence for meeting the challenges of today's world as educated men and women.

General Education at Salisbury University consists of a minimum of 47 credits organized into four groups of related subject matter.

Group I

Group I coursework is intended to develop students' competence in written and oral expression and to encourage them to appreciate the beauty and truth embodied in the traditional disciplines of the humanities.

Group II

Group II offers courses in the areas of history and social science, affording perspectives and insights into the interaction of humans with each other in a social world.

Group III

Group III involves experiences in the scientific method and the structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group IV

Group IV provides a selection among courses in physical education designed to enhance students' understanding of the body, its movement and the values of fitness.

General Education Requirements

All programs leading to the bachelor's degree include a minimum of 47 credit hours in approved General Education courses. Some majors designate certain required courses within the General Education courses. Students may learn of these specific requirements from their major departments. The General Education requirements are as follows:

Group I—15 credit hours/five courses

A. Complete the following courses:

ENGL 101 Composition I 3
ENGL 102 Composition II 3
(grades of C or better are required in both ENGL 101 and 102)
LITERATURE 3
(in either the English or Modern Languages department)

B. Select six credit hours from at least two of the following departments:

Art, Communication and Theatre Arts, Dance, Modern Languages, Music, Philosophy

Group II—15 credit hours/five courses

A. Complete the following courses:

HIST 101 World Civilization I 3
HIST 102 World Civilization II 3

B. Select nine credit hours from three of the following departments:

Anthropology, Economics, History, Human Geography (excluding Physical Geography), Political Science, Psychology, Sociology/Conflict Analysis and Dispute Resolution

Group III—12 credit hours/four courses

A. Select courses with laboratories from at least two of the following four areas (totaling at least six credit hours):

Biology, Chemistry, Geology-Physical Geography, Physics

B. Select one additional course (need not include a lab) from Group III A or Computer Science or Mathematics (totaling at least three credit hours):

Biology, Chemistry, Environmental Health Science, Geology or Physical Geography, Physics, Computer Science, Mathematics

C. Select one math course for a total of three credit hours.*

* students fulfilling graduation requirements from a catalogue dated prior to 1996-98 may select a math or science (need not include a lab) or computer science course to fulfill this requirement

Group IV—three credit hours/one course

PHEC 106 Personalized Health/Fitness 3

Undergraduate Majors

The following majors are offered within the University:

Accounting
Art
Athletic Training
Biology
Business Administration
Chemistry
Clinical Laboratory Science/Medical Technology
Communication Arts
Computer Science
Conflict Analysis and Dispute Resolution
Early Childhood Education (pending state approval)
Economics
Elementary Education
English
Environmental Health Science
Fine Arts
French
Geography
Health Education
History
Interdisciplinary Studies
Management Information Systems
Mathematics
Music
Nursing
Philosophy
Physical Education
Physics
Political Science
Psychology
Respiratory Therapy
Social Work
Sociology
Spanish
Theatre

MSDE (Maryland State Department of Education) approved teacher education programs are offered in the following areas:

Biology
Chemistry
Elementary Education
English
French
History/Social Studies
Mathematics
Music K-12
Physical Education K-12
Spanish

Specific statements on degrees and requirements are listed under each school's section.

Minors

The following minors are available:

Accounting
American Studies
Anthropology
Art
Biology
Business Administration
Business and Professional Writing
Chemistry
Communication Arts
Comparative Literature
Computer Science
Conflict Resolution and Peace Studies
Creative Arts
Dance
Economics
English
Environmental Studies
Ethnic and Intercultural Studies
Exercise Science
French
Geography
German
Gerontology
History
Interdisciplinary Science
International Studies
Marketing Management
Mathematics
Music
Philosophy
Physics
Planning
Political Science
Psychology
Religious Studies
Sociology
Social Studies
Spanish
Statistics
Theatre
Women's Studies/Gender Studies

Information about minors is available from faculty advisors, departmental offices and the Office of Academic Affairs. Specific statements on degrees and requirements are found in the "Minors" section of this catalogue.

Graduate Programs

Applied Health Physiology (M.S.)
Business Administration (M.B.A.)
Education (M.Ed.)
English (M.A.)
History (M.A.)
Nursing (M.S.)
Public School Administration(M.Ed.)
Social Work (M.S.W.)
Teaching (M.A.T.)

Certificate of Advanced Study

Teaching and Learning with Technology

Undergraduate Scholastic Standards

For information on graduate scholastic standards refer to the Graduate Study Information section of this catalogue, Page 18.

Academic Integrity

The foremost virtue upon which the academic life is based is integrity, a faithful and persistent pursuit of the truth. Integrity is a principle which permeates all the activities of the University and which guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards and policies, and clear communication of students' and faculty's rights and responsibilities.

Academic misconduct is a breach of academic integrity which may include, but is not limited to, the following:

1. Plagiarism—presenting as one's own work, whether literally or in paraphrase, the work of another.
2. Cheating on exams, tests and quizzes—the wrongful giving or accepting of unauthorized assistance, the giving or taking of unauthorized exam material and/or the use of illegitimate sources of information.
3. Illicit collaboration with other individuals in the completion of course assignments.
4. The use of fraudulent methods in laboratory, studio, field or computer work.
5. Other acts generally recognized as dishonorable which bear upon academic endeavors.

Procedures for handling cases of academic misconduct are listed in the *Student Handbook.*

Good Academic Standing

Students enter Salisbury University in good academic standing. Students who have received SU grades and whose Salisbury University cumulative grade point averages are 2.0 or higher remain in good academic standing.

Unsatisfactory Academic Achievement

Deficit Point System

The number of deficit points represents the approximate number of credit hours which the student needs to improve in order to reach good academic standing. To calculate the number of deficit points for a student whose SU cumulative grade point average is below 2.0, the Office of Academic Affairs uses these rules; each hour of **D** credit counts as one deficit point; each hour of **F** credit counts as two deficit points; each hour of **B** credit reduces the deficit point total by one; each hour of **A** credit reduces the deficit point total by two; and all other grades (including transfer grades, SU **C** credits, etc.) are ignored.

Students may reduce deficit point totals by taking new courses and earning grades of **A** or **B**. In addition, because only the most recent SU grade earned in a course is used to compute SU grade point averages, students may reduce their deficit point totals by repeating courses with low SU grades and earning higher SU grades. Each letter grade of improvement will remove one deficit point for each credit hour of the course. For example, if a student earned an **F** in a three-credit course and subsequently repeated the course and earned a **B**, the student would have improved the original grade by three letter grades and would have reduced the deficit point total by nine deficit points. A student who earns a **B** in a new three-credit course reduces the deficit point total by three.

Academic Probation and Dismissal

Students whose Salisbury University cumulative grade point average is less than 2.0 acquire deficit points (explained above) and are placed on academic probation or are dismissed.

First Semester Students (Freshman and Transfer)

Academic Probation

Students who acquire one or more deficit points during their first semester are placed on academic probation. Students on academic probation may register for up to 15 credit hours per semester but may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Dismissal

First semester students are not academically dismissed during their first semester. During their second semester, students on academic probation who do not earn a semester grade point average of 2.0 are dismissed. During the third and subsequent semesters these students are considered continuing students and are subject to the policies below.

Continuing Students

Academic Probation

Continuing students who accumulate one to 12 deficit points are placed on academic probation. These students may register for up to 15 credit hours per semester but may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Dismissal

Continuing students who accumulate 13 or more deficit points are academically dismissed. Continuing students on academic probation who do not reduce their deficit points and make a 2.0 grade point average each semester are dismissed. Part-time students on academic probation in a fall or spring semester, or students on academic probation during a winter or summer session, may not increase their deficit point totals or they are dismissed.

Dismissed Students

Dismissed students are allowed to attend the University only as restricted-status students taking no more than two courses or seven credit hours per semester. Students dismissed while on probation may apply for *readmission on academic probation* once they have six or fewer deficiency points AND they have fewer deficit points than they had when dismissed. Such students remain on academic probation until they have a grade point average of 2.0 or better. Students dismissed because they accumulated more than 12 deficit points may apply for *readmission on academic probation* once their deficit point totals have been reduced to six or fewer. Dismissed students who have not attended the University for two years but who can demonstrate evidence of good academic promise may apply for *readmission as students on special probation.* Dismissed students who increase their deficit point totals may be denied permission to register for classes at the University and be permanently dismissed from the University.

More detailed information about deficit points, restricted status, academic probation, special probation, academic dismissal and readmission is available from the Office of Academic Affairs.

Academic Clemency Policy

Salisbury University recognizes that some students may, for a variety of reasons, develop academic records that do not reflect their true abilities. Students who leave the University with poor academic records may wish to receive academic clemency upon their return. To encourage students to try again after an unsuccessful experience, the University is prepared to extend academic clemency.

Clemency may be requested by students who have not attended the University for at least five calendar years. Students must be registered at Salisbury University at the time of their clemency application. Students are only eligible for clemency one time during their academic career and must apply during their first semester of enrollment as a returning student. Students seeking clemency must complete a clemency form and may petition to have up to 16 credit hours of D and F removed from the grade point averages. The grades of D and F will remain on the transcript with X beside them. When clemency is granted for D grades the previously earned credits will be lost. The grade point averages of students who have received clemency will be recalculated to reflect that clemency. Students who receive clemency are eligible to graduate with honors.

Contact the Office of Academic Affairs, Holloway Hall Room 238, 410-543-6020, for detailed procedures.

Class Attendance

The faculty regards the classroom as the center of University life and students are expected to attend all classes. There are no officially excused absences. In the case of an absence, the student is responsible for all material presented and assigned.

Each instructor provides students with a written attendance policy at the first class meeting.

Absence Notification

In the case of an extreme emergency or prolonged illness, the Student Affairs Office notifies class instructors of the dates of a student's absence from class. It is the responsibility of the student to inform the Student Affairs Office of emergencies and illnesses.

Professors establish their own attendance policy. Notification of absence is a service to students and faculty; it is not an official excuse from classes and work missed.

Waivers of Academic Policies And Procedures

Under unusual circumstances students may wish to seek waivers of academic policies and procedures. In such cases students should consult with their faculty advisors for detailed information about steps for seeking waivers.

Undergraduate Academic Services

www.salisbury.edu/academic/

Academic Advising

Academic advising is a process which helps students identify their career and life goals and assists in the development of an educational plan that helps students meet these goals. Effective advising occurs when there exists a partnership between the advisor and the advisee; each fulfilling the responsibilities of their role. Students are responsible for seeking out their advisors for aid in addressing academic issues.

Matriculated students are responsible for their own academic programs and for meeting all University and departmental requirements. To plan coursework effectively, students should familiarize themselves with the academic regulations and programs described in this catalogue and other University publications.

Academic advisors are available for all matriculated students. For students who have declared majors, the advisors are faculty in the major department. For students who have not declared majors, academic advisors are assigned to professional advisors by the Office of the Provost.

Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

Students registered as undergraduate non-degree students are not assigned faculty advisors.

Provisional students are under the direction of the dean of enrollment management and are assigned advisors in that office.

Restricted-status students attend under the guidance of the assistant vice president of academic affairs.

Graduate Record Examinations And Graduate Management Admissions Tests

For the convenience of seniors who wish to qualify for admission to graduate school, the Registrar's Office disseminates information related to registration and testing for the Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT).

Thomas E. Bellavance Honors Program

The Thomas E. Bellavance Honors Program offers highly motivated, able students challenging academic opportunities designed to foster their development as independent thinkers and learners. Students in the program take four Honors "core" courses and can choose from a number of Honors courses offered by a variety of academic departments. Most Honors courses count as General Education credit.

Honors courses are small, seminar-style classes where discussion, not lecture, is the preferred method of teaching and learning. Students are expected to take an active role in the pursuit of learning engendered in Honors classes.

All high-achieving, highly motivated students are encouraged to seek admission to the Bellavance Honors Program. Recognition of Honors achievement is noted on students' official academic transcripts.

Information is available from the Bellavance Honors Program director.

Academic Success Program

The Academic Success Program, part of Student Counseling Services, offers a range of services for students in need of academic assistance. Specifically, the program offers individual and group counseling for students who desire to improve their study skills and study habits. Group programs and workshops are offered throughout the academic year on such topics as note-taking, reading a textbook, test-taking, time management, procrastination and organization. In addition, the Academic Success Program serves as a clearinghouse for information regarding tutoring programs throughout the campus. Each semester, the program publishes a comprehensive list of all tutoring programs, including times, location and contact persons. Student Counseling Services is located in Guerrieri University Center Room 263 or it can be reached by phone at 410-543-6070.

Tutoring

Some departments offer tutors to provide extra help for students in lower-division courses. Advanced students work with individuals or small groups to increase understanding of course material. The times and places for these tutoring services are available from the appropriate department chair.

A listing of campus tutoring programs may be obtained from the offices of the Academic Success Program in Student Counseling Services, Guerrieri University Center Room 263.

General Studies

General Studies courses provide assistance to students in the areas of career planning and study techniques. The offerings are listed in the "Courses" section of this catalogue.

Thomas E. Bellavance Honors Program

www.salisbury.edu/schools/honors/

The Thomas E. Bellavance Honors Program at Salisbury University offers superior undergraduate students the opportunity to study together in small discussion-oriented classes which encourage and enable them to become independent learners and active seekers of knowledge rather than merely passive recipients of another person's ideas.

The goal of the program is to provide Honors students with courses offering intellectual breadth as well as depth, and to cultivate in them a desire for the pleasure of active and independent thinking and learning.

Admission

High school students possessing a combined SAT score of 1250 and a grade point average of 3.25 automatically receive an invitation to apply for admission.

SU students possessing a grade point average of 3.0 after taking 24 hours of college credits are eligible for admission to Honors courses and to the Bellavance Honors Program.

Transfer students who have been active in an Honors Program at the college from which they transfer will be admitted upon request to SU's program. Those coming with no Honors background will be considered for admission after completing 24 hours of coursework at SU with a minimum grade point average of 3.0.

For further information, contact Dr. Raymond Whall, 410-546-6902 or rawhall@salisbury.edu.

Curriculum

The program offers a variety of courses to satisfy the needs and interests of all Honors students. All courses are available to all students admitted to the program. Some of them, as explained in the next section, are required for students intending to graduate with Honors.

Honors Core Curriculum Courses

There are four courses in the Honors core curriculum which, typically, students take during their first four semesters in the program:

HONR 111-Honors Core Course I—Critical Thinking and Writing

Examines the processes for developing and supporting arguments with clear, unambiguous language and methods for evaluating the soundness of arguments.

HONR 112-Honors Core Course II—Issues in Social Sciences

A topics course designed to introduce students to enduring and pertinent issues in the social sciences and to teach them the methods and underlying assumptions of these disciplines.

HONR 211-Honors Core Course III—Issues in Humanities

A topics course designed to introduce students to enduring and pertinent issues in the humanities and to teach them the methods and underlying assumptions of these disciplines.

HONR 212-Honors Core Course IV—Issues in Natural Sciences

A topics course designed to introduce students to enduring and pertinent issues in the natural sciences and to teach them the methods and underlying assumptions of these disciplines.

Honors Courses from Designated Departments

Each semester the Bellavance Honors Program's course brochure lists two or three courses offered by various departments—music, math, biology, etc.—which are designed to satisfy General Education requirements while providing students with Honors credit and the Honors experience of small discussion-centered classes with other highly motivated, intellectually curious students.

Honors Interdisciplinary Seminars

These courses, mostly at the 300- or junior-year level, address topics that transcend individual disciplinary boundaries and hence are most profitably examined from a number of different perspectives. Sometimes these courses are team-taught by two or more faculty from different departments; sometimes they are directed by a single faculty member who calls upon the expertise of several guest lecturers; very often they are directed by a single faculty member who selects texts from several disciplines to help students explore the topic from various disciplinary perspectives. These seminars are designed to be of interest to Honors students from a number of disciplines.

Honors Thesis and Honors Thesis Preparation

The Honors Thesis (HONR 495) is a three-hour course of independent study which culminates in substantial work of original research and scholarship.

The Honors Thesis Preparation (HONR 490) is a one-credit course of independent study designed to get the thesis project under way.

Curriculum Requirements for Graduating With Bellavance Honors - With Distinction

Students desiring to graduate "Bellavance Honors - With Distinction" will complete the following program requirements:

Core Courses (must be taken in sequence)	Credits
HONR 111 Critical Thinking and Writing (Core I)	3
HONR 112 Issues in Social Sciences (Core II)	3
HONR 211 Issues in Humanities (Core III)	3
HONR 212 Issues in Natural Sciences (Core IV)	3

If at the completion of the "core" curriculum students have achieved a grade point average of 3.0 in the core as well as in their coursework overall, they are invited to complete the next phase of the program leading to "Bellavance Honors - With Distinction":

	Credits
Department Honors Course (Typically, two departments are invited to offer Honors courses each semester. These courses are advertised in the course brochure published by the Bellavance Honors Program each semester before preregistration.)	3
HONR 311 Honors Interdisciplinary Seminar	3
HONR 312 Junior Year Honors Research/Creative Project (Students will complete a research or creative project in a 300-400-level course of their choosing [this does not have to be an Honors course] in their junior year, and they will present their research or creative project at one of several symposia available for such presentations. This one-credit pass/fail course will enable the Honors Program director to monitor the progress of this work.)	1
HONR 490 Honors Thesis Preparation	1
HONR 495 Honors Thesis (To fulfill this requirement, the Honors thesis, completed with a grade of B or better, in a student's major, typically in the senior year, will be presented at the annual Honors Thesis Symposium.)	3

Students graduating with a minimum grade point average of 3.3 and who have completed the requirements listed above will receive the designation "Bellavance Honors - With Distinction" on their transcripts and diploma.

Curriculum Requirements for Graduating With Bellavance Honors

Students desiring to graduate "Bellavance Honors" will complete the following program requirements:

Core Courses (must be taken in sequence)	Credits
HONR 111 Critical Thinking and Writing (Core I)	3
HONR 112 Issues in Social Sciences (Core II)	3
HONR 211 Issues in Humanities (Core III)	3
HONR 212 Issues in Natural Sciences (Core IV)	3

If at the completion of the "core" curriculum students have achieved a grade point average of 3.0 in the core as well as in their coursework overall, they are invited to complete the next phase of the program leading to "Bellavance Honors":

	Credits
2 Department Honors courses (Typically, two departments are invited to offer Honors courses each semester. These courses are advertised in the course brochure published by the Bellavance Honors Program each semester before preregistration.)	6
HONR 311 Honors Interdisciplinary Seminar	3
HONR 312 Junior Year Honors Research/Creative Project (Students will complete a research or creative project in a 300-400-level course of their choosing [this does not have to be an Honors course] in their junior year, and they will present their research or creative project at one of several symposia available for such presentations. This one-credit pass/fail course will enable the Honors Program director to monitor the progress of this work.)	1

Students graduating with a minimum grade point average of 3.3 and who have completed the requirements listed above will receive the designation "Bellavance Honors" on their transcripts and diplomas.

Honors Courses and General Education Requirements

The four Honors core courses can satisfy a maximum of 12 hours of the 45 required for General Education as follows:

HONR 111 Honors Core I—Critical Thinking and Writing (satisfies Group IA [ENGL 101])
HONR 112 Honors Core II—Issues in Social Sciences (satisfies Group II-B)
HONR 211 Honors Core III—Issues in Humanities (satisfies Group I-B)
HONR 212 Honors Core IV—Issues in Natural Sciences (satisfies Group III-B)

General Education Requirements for Honors Students

Group I—15 credit hours		**Credits**
A.		
HONR 111	Critical Thinking and Writing	3
ENGL 102	Principles of Literature	3
Literature course		3
B.		
	Art, Communication and Theatre Arts, Dance, Modern Languages, Music, Philosophy	3
HONR 211	Issues in Humanities	3
Group II—15 credit hours		
A.		
HIST 101	World Civilizations	3
HIST 102	World Civilizations	3
B.		
	Anthropology, Economics, History, Human Geography, Political Science, Psychology or Sociology/Conflict Analysis and Dispute Resolution, (six credit hours in two disciplines)	6
HONR 112	Issues in Social Sciences	3
Group III—12 credit hours, four courses		
A.		
	Laboratory Sciences: Biology, Chemistry, Geology-Physical Geography or Physics (six credit hours in two disciplines)	6
B.		
HONR 212	Issues in Natural Sciences	3
C.		
	One mathematics course	3
Group IV—three credit hours		
PHEC 106	Personalized Health/Fitness	3

International Programs

www.salisbury.edu/students/iss.html

Salisbury University is committed to encouraging students to participate in activities both on and off campus that increase their global awareness and their understanding of issues of diversity.

The University offers more than 150 undergraduate courses that are either entirely international in focus or that contain international core components. Students in all disciplines can avail themselves of these courses as part of their undergraduate studies and are also encouraged to pursue foreign language study while at SU. The University also offers courses and services for non-native English speakers. The University is committed to readying students for life and work in a global society.

Cultural programing includes speakers and performers from around the world, allowing campus and community members the opportunity to experience international talent and thought on campus. Additionally, the University enjoys a growing and richly diverse foreign student population.

As part of their course work and social life, students are encouraged to participate in community service, particularly as it addresses issues of diversity within the community. SU is committed to instilling in its students tolerance of and appreciation for cultural differences.

Salisbury University also encourages student participation in educational international experiences including travel and off-site courses and study abroad, work abroad, volunteer abroad and intern abroad programs. The University offers winter term, spring break, and summer travel courses to England, France, Chile, Romania, Russia, Australia and China. Off-site courses are available in Ecuador, Germany, England, France and Tasmania. Students may also choose to study abroad for one or two semesters at foreign universities. Students should speak with the Study Abroad Coordinators to receive information regarding programs, courses, and requirements.

Students electing to study abroad in a University-approved program during their senior year may apply up to 30 semester hours of approved transfer credits toward the final 30-hour residency requirement for graduation. Students must complete a minimum of 30 semester hours at Salisbury University. All other graduation requirements must be met. Forms titled "Request to Study at Another Institution" are available at the Registrar's Office and must be submitted with all required signatures during the semester prior to the semester the student studies abroad. For additional information, please contact the Study Abroad Coordinators.

Students who choose to participate in a study abroad program during the academic year may be able to use their need based financial aid or scholarship from the University, state or the federal government. Student should meet with a representative in the Financial Aid Office one or two semesters before planning to leave the campus to determine if they are eligible for financial aid and, if so, to get all the necessary forms in order.

Military Science

General Information

Through a cross-enrollment agreement with the University of Delaware, Salisbury State offers four- and two-year undergraduate programs leading to a commission as a second lieutenant in the United States Army. The program, known as Army ROTC (Reserve Officer Training Corps), emphasizes leadership and management skills. Full and partial tuition scholarships are available for qualified individuals. Advanced course and scholarship recipients receive a stipend of $150 per month. Students enroll in military science courses at SU and take them at the University of Delaware or a selected field site.

Four-Year Program

The four-year program consists of a two-year basic course and a two-year advanced course. The basic course, normally taken during the freshman and sophomore years, covers management principles, national defense, military history, leadership development, military courtesy, discipline and customs. The basic course imposes no military obligation on students and they may withdraw at any time prior to the beginning of the third year.

The advanced course provides further instruction in leadership development, organization and management, and tactics and administration. When students enter the advanced course they agree to finish ROTC instruction, to accept a commission and to accept an Army assignment—either active duty, National Guard or Army Reserve.

Students in the advanced course participate in the six-week ROTC Advanced Camp during the summer between the junior and senior years of college. This camp is a prerequisite for commissioning.

Two-Year Program

The two-year program permits junior community college transfers, students with prior military service, students who have not taken Army ROTC prior to the end of their sophomore year, or students going on to a two-year post-graduate course of study to take ROTC. Applicants for the two-year program without any prior military experience must complete six weeks of training during the summer before taking the advanced course. This summer leadership training is called ROTC Basic Camp.

Course Requirements

Since ROTC is not a major, all courses apply as elective credit toward graduation.

1. Basic course requirements:

		Credits
MISC 105	Organizational Leadership I	1
MISC 106	Organizational Leadership II	1
MISC 205	Military Skills I	2
MISC 206	Military Skills II	2

2. Advanced course requirements:

		Credits
MISC 301	Physical Training Leadership	1
MISC 305	Applied Leadership I	3
MISC 306	Applied Leadership II	3
MISC 310	Small Unit Leadership	1
MISC 405	Military Management I	3
MISC 406	Military Management II	3
MISC 410	Military Management Lab	2

Undergraduate Graduation Requirements

For specific graduate-level graduation requirements refer to the Graduate Curriculum seciton of the school in which the desired graduate program is located.

Student Responsibility For Satisfying Graduation Requirements

The faculty and administration have established the following policies and procedures for the guidance and evaluation of student performance and to help ensure the quality of education provided by the University.

To graduate from Salisbury University students must be matriculated and complete approved degree programs. To be matriculated, students must be accepted for admission as degree candidates and enroll in courses.

Matriculated students are responsible for planning their programs to meet University and departmental graduation requirements. As students plan their programs they need to recognize that the catalogue is an information guide and not a contract. The University has the authority to change degree requirements, prerequisites, course schedules, grading systems, fees and related matters. Wherever possible, however, the University implements changes in ways that do not create hardships for students who are already enrolled.

Catalogue Selection

A matriculated student can usually meet University and departmental graduation requirements stated in any University catalogue that meets the following conditions:

1. The catalogue was issued within the seven years preceding the student's graduation.
2. The catalogue was in effect during a semester when the student was either matriculated at Salisbury University or at a Maryland community college.
3. The catalogue meets all requirements of relevant external agencies.
4. The catalogue does not require the University to adhere to policies or provide services, curriculum or facilities no longer in effect or necessary.

Matriculated students must satisfy all graduation requirements in the catalogue they select.

Application for Diploma/ Graduation

Students must apply for graduation by submitting an Application for Diploma form to the Registrar's Office at least one semester prior to their intended date of completion. The academic records of degree candidates who apply for graduation on time are audited for graduation requirements, and the candidates are notified of any deficiencies, giving them an opportunity to satisfy any remaining, unfulfilled requirements during their last semester of enrollment. The Registrar's Office reserves the right to move students' intended date of completion or to cancel their Application for Diploma if it appears that they will not or do not meet their degree requirements. Degree candidates have the responsibility of keeping the Registrar's Office apprised of any changes in their graduation plans.

Graduation Requirements

To be eligible to graduate, students must meet the following requirements:

1. Be matriculated in the University.
2. Successfully complete at least 120 credit hours of coursework with a *cumulative* grade point average of 2.0 or higher. *Students must take 30 of the last 37 credit hours at Salisbury University (special cooperative programs are exempt).*
3. Complete at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through credit by examination.
4. Complete at least 30 credit hours at the 300/400 level with grades of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (note: other than field-based courses in the Department of Education, courses taken on a PS/F basis do not satisfy this requirement).
5. Satisfy the General Education requirements.
6. Satisfy the requirements in at least one major program of study including the major's required grade point average.
7. Earn grades of C or better in English 101 and English 102.
8. Submit an Application for Graduation form to the registrar by the appropriate date.
9. Make arrangements for the repayment of any outstanding debt.
10. Return all materials borrowed from the library or academic departments.

Minor Programs

Unless required for the completion of a specific major program, minor programs are an optional component of the graduation requirements. Students may complete and graduate with more than one minor. Minor programs must be completed at the time of graduation and appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office.

Double Majors

Students may simultaneously satisfy the requirements for more than one major program. All major programs appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office. Students completing more than one major receive one baccalaureate degree from Salisbury University unless all requirements for the second degree program taken simultaneously have been satisfied.

Second Bachelor's Degree Programs

Taken Sequentially

Individuals who hold a baccalaureate degree from Salisbury University or another regionally accredited institution may earn a second undergraduate degree in a different major at the University. Second degree students must complete a minimum of 30 new semester hours of coursework with a cumulative grade point average of at least 2.0 and satisfy all requirements for the major. In addition, 15 of the 30 new hours must be in coursework from the major department that could be used to satisfy program requirements.

Second bachelor's degree candidates will be eligible to graduate with honors only if they satisfy all graduation with honors requirements using credit earned after the completion of their prior degree.

Taken Simultaneously

Individuals who wish to receive two baccalaureate degrees from Salisbury University simultaneously, must complete a minimum of 150 semester hours of coursework, and must fulfill the regularly prescribed requirements for both degree programs. Students should formally declare all major programs as early in their academic career as possible and are encouraged to seek advisement from each department to ensure completion of all requirements in each degree. The student's desire to receive two degrees must be noted on the Application for Diploma form when applying for graduation.

SU/UMES Second Degree Program (SU Version)

In addition to the credit exchange program with the University of Maryland Eastern Shore, Salisbury University and UMES allow students to complete baccalaureate programs at both institutions simultaneously. The student must satisfy baccalaureate degree requirements at the University of Maryland Eastern Shore for a program of study which is not available at Salisbury State and must also satisfy all requirements in a major offered at SU. In addition, the following particular requirements apply to this program:

1. The 90 (or more) credit hours of work at Salisbury State must be completed with an SU grade point average of 2.0 or better; at least 30 of these credits must be taken on the SU campus (cooperative program credits, examination credits, etc., may not be so counted), and of these, at least 15 hours must be completed at SU at the 300 or 400 level with grades of C or better.
2. The Salisbury State catalogue, which contains the program requirements the student is satisfying at SU, may not predate by more than seven years the time of the student's graduation; and the student must have been in attendance at SU as a matriculated student during a semester in which the catalogue was in effect.
3. The student must satisfy all graduation requirements as stated in an approved SU catalogue, except those requiring matriculation at the University at the time of graduation and completion of the last 30 hours of work at the University.
4. In order to graduate from Salisbury State with honors, the requirements stated in the catalogue which the student has chosen will be in effect. Only SU credits are used in computing the SU grade point average.
5. The student's grade point averages at SU and at UMES must be 2.0 or better.

Students who participate in the cooperative dual-degree program must register this fact with the departments of their SU majors. The granting of the baccalaureate degree from Salisbury University and the granting of the baccalaureate degree from the University of Maryland Eastern Shore will occur when requirements in both degree programs have been satisfied.

University Writing Proficiency Requirement

Students satisfying graduation requirements must earn grades of C or better in English 101 and English 102.

The faculty believes that the ability to express ideas in a logical, organized and convincing manner is an integral part of a liberal arts education. Students are expected to maintain and continually demonstrate this ability in written assignments.

Pre-professional Programs

www.salisbury.edu/academic/acadinfo.html#preprof

Pre-law Preparation

Pre-law Advisor
Erin M. Fitzsimmons, Esq., Political Science Department

In recent years, SU graduates have been admitted to law schools at the University of Baltimore, Cornell University, University of Maryland, Catholic University, Villanova University, Washington and Lee University, and Widener University.

Successful applicants to law schools must be able to read and comprehend, to think precisely, to analyze complex fact situations, and to speak and write clearly and intelligently. Although these skills can be developed in a number of disciplines, liberal arts majors such as communication arts, English, history, philosophy and political science are good choices. Generally, students preparing to study law should concentrate on courses they find intellectually stimulating and help them to comprehend the complex issues associated with human institutions and values.

Regardless of major, pre-law students should take some of the following courses:

		Credits
BUAD 248	Legal Environment	3
BUAD 348	Business Law	3
CMAT 316	Argumentation and Debate	3
ENGL 353	Writing for the Disciplines	3
ENGL 419	Shakespeare (or other upper-level literature course)	3
HIST 388	Civil Rights in American History	3
PHIL 103	Critical Thinking	3
PHIL 202	Introduction to Symbolic Logic	3
PHIL 203	Ethics	3
POSC 230	Judicial Process and Politics	3
POSC 411	International Law	3
POSC 450	Civil Rights and Liberties	3
POSC 460	Environmental Law	3

Detailed information on law schools, applying for admission to law school, and the Law School Admission Test (LSAT) is available from the pre-law advisor in the Department of Political Science.

In addition, Salisbury University cooperates closely with the University of Baltimore School of Law and the University of Maryland School of Law to provide counseling to students seeking admission to those institutions. Admissions representatives from both law schools make frequent trips to the Salisbury State campus to meet with interested students. These law schools also provide opportunities for SU students to attend on-site orientation programs and class visits at their Baltimore campuses, sponsor informational sessions for minority applicants, and provide individualized assistance to students seeking information on academic programs, admission standards and procedures, housing and financial aid.

Health Professions Education Program Preparation

Pre-health Advising Coordinator
Marylane McGlinchey, Advising Coordinator, Henson School of Science and Technology

Salisbury University students frequently prepare for undergraduate or graduate professional school programs in medicine, veterinary medicine, dentistry, optometry, pharmacy, physical therapy, podiatry, physician assistant, clinical laboratory science, nursing and respiratory therapy. Some of the post-graduate professional schools attended by SU graduates have included University of Maryland School of Medicine, Dartmouth University School of Medicine, Johns Hopkins School of Medicine, Philadelphia College of Osteopathic Medicine, Kirksville College of Osteopathic Medicine, University of Maryland School of Physical Therapy, Thomas Jefferson University School of Physical Therapy, University of Maryland School of Dentistry, University of Pennsylvania School of Dentistry, Virginia-Maryland Regional School of Veterinary Medicine, Ross University School of Veterinary Medicine, George Washington University Physician Assistant Program, Philadelphia College of Optometry and the University of Pennsylvania Nurse Practitioner Program.

At the University, undergraduate health professions degree programs are available in clinical laboratory science, nursing and respiratory therapy. (Curriculum guides are available in the department offices.) Students may prepare for all other health profession education programs by incorporating the required prerequisites into their "major" curriculum requirements. Specific health profession preparation curriculum guides are available for biology, chemistry (biochemistry track) and clinical laboratory science majors. However, students may prepare for all health profession education programs by majoring in any discipline. Because course selection is so important, students must consult their pre-health faculty advisor early for assistance in program planning.

For medicine and dentistry the following SU courses constitute the minimum prerequisites required by most schools: BIOL 121 and 122; CHEM 121, 122, 221 and 222; and PHYS 121 and 123.

For veterinary medicine the following SU courses constitute the minimum prerequisites required by most schools: BIOL 121 and 122; CHEM 121, 122, 221, 222 and 417; math courses as dictated by individual schools; and PHYS 121 and 123.

For optometry the following SU courses constitute the minimum prerequisites required by most schools: BIOL 121, 122 and 211; CHEM 121, 122, 221 and 222; MATH 155 and 160 or 201; and PHYS 121 and 123.

For physician assistant the following SU courses constitute the minimum prerequisites required by most schools: BIOL 215, 216 and 211; CHEM 121, 122, 221 and 222; MATH 155; PHYS 121: and PSYC 101 and 300.

For physical therapy, the following SU courses constitute the minimum prerequisite required by most schools: BIOL 121, 122, 215 and 216; CHEM 121 and 122; PHYS 121 and 123; and PSYC 101 and 300. (Some physical therapy programs may have different requirements. Students must find out what the prerequisites are for each school they plan to attend.)

Students will be assigned a faculty advisor who is a member of the University Health Professions Advisory Committee. Questions about professional study in the health professions should be directed to the student's pre-health advisor or the Henson School pre-health advising coordinator. Students choosing to major in clinical laboratory science, nursing or respiratory therapy will be assigned a faculty advisor within their respective department.

Accelerated Admission to Health Professions Education Programs

Accelerated admission to health professions education programs are available through cooperative agreements between Salisbury State and regional graduate health professions education programs.

During the junior year at the University, students may apply for admission to specific accelerated health professions programs. Successful candidates receive the baccalaureate degree from Salisbury State following the first year of study at the professional school. Accelerated programs allow students to obtain the professional degree in seven rather than eight years.

Admission to an accelerated degree program is competitive and admission to Salisbury University does not guarantee acceptance into a graduate health professions program. A minimum of two years at SU is required for participation in the undergraduate portion of the accelerated program. (Curriculum guides for the accelerated biology and chemistry majors are available in the department offices.)

Accelerated Program	**Affiliated Institution**
Dentistry	University of Maryland Baltimore
Optometry	Pennsylvania College of Optometry
Pharmacy	University of Maryland Baltimore
Podiatry	Temple University

Degree Programs

www.salisbury.edu/academic/acadinfo.html#degree

Undergraduate Degrees

The following is a list of majors offered by Salisbury University. Many of the majors include concentrations and several departments also have minor programs of study. For information on requirements for undergraduate degrees, see "University Curricula" and department sections in this catalogue.

Bachelor of Arts (B.A.)

Art
Communication Arts
Conflict Analysis and Dispute Resolution
Economics
English
French
History
Interdisciplinary Studies
Music
Philosophy
Political Science
Psychology
Sociology
Spanish
Theatre

Bachelor of Arts in Social Work (B.A.S.W.)

Social Work

Bachelor of Fine Arts (B.F.A.)

Art

Bachelor of Science (B.S.)

Accounting
Athletic Training
Biology
Business Administration
Chemistry
Clinical Laboratory Science/Medical Technology
Computer Science
Early Childhood Education (pending state approval)
Elementary Education
Environmental Health Science
Geography
Health Education
Interdisciplinary Studies
Management Information Systems
Mathematics
Nursing
Physical Education
Physics
Respiratory Therapy

Graduate Degrees

The following is a list of graduate degree programs offered by Salisbury University. For information on requirements for graduate degrees, request a copy of the Graduate Catalogue from the Office of the Registrar.

Master of Arts (M.A.)

English
History

Master of Arts in Teaching (M.A.T.)

Master of Business Administration (M.B.A.)

Business Administration

Master of Education (M.Ed.)

Education
Public School Administration
Reading

Master of Science (M.S.)

Applied Health Physiology
Nursing

Master of Social Work (M.S.W.)

Certificate of Advanced Study

Teaching and Learning with Technology

Undergraduate Minors

www.salisbury.edu/about/glance.html#majorsminors

Minors

Salisbury University provides undergraduates with an opportunity to develop special competencies in a variety of areas outside their major fields of study. The University requires that at least 15 hours of the work applied toward a minor must consist of courses which are not used to satisfy General Education requirements, and at least nine of these hours must be credits earned at the University.

Additionally, minors require grades of C or better in all courses applicable to the minor. Minors are offered both in specific departments and in several interdisciplinary areas.

Salisbury University offers the following minors:

Accounting
Art
American Studies
Anthropology
Biology
Business Administration
Business and Professional Writing
Chemistry
Conflict Resolution and Peace Studies
Communication Arts
Comparative Literature
Computer Science
Creative Arts
Dance
Economics
English
Environmental Studies
Ethnic and Intercultural Studies
Exercise Science
French
Geography
German
Gerontology
History
Interdisciplinary Science
International Studies
Marketing Management
Mathematics
Music
Philosophy
Physics
Planning
Political Science
Psychology
Religious Studies
Social Studies
Sociology
Spanish
Statistics
Theatre
Women's Studies/Gender Studies

Franklin P. Perdue School of Business

Accounting, Business Administration, Economics, Marketing

Students not majoring in accounting, business administration or management information systems may minor in business administration or marketing management. Students not majoring in accounting may minor in accounting. Students not majoring in economics may minor in economics. Minors in accounting, business administration, economics and marketing management consist of 18 credits, 15 of which cannot be used to satisfy General Education requirements.

For each minor, a minimum of nine credits must be taken at Salisbury University. Each course in the minor must be completed with grades of C or higher.

Accounting

This program provides students with a basic core accounting background. For non-accounting business majors, the minor would provide excellent credentials for those seeking careers in organizations or occupations where a background in accounting and budget administration is important. In addition, the minor could be utilized by non-accounting business majors to fulfill the necessary accounting prerequisites for entry into the accounting track of the M.B.A. program at SU. By selecting the appropriate accounting electives in the minor and in the M.B.A. program, these students would satisfy both the current course requirements and the current credit hour requirements established by the state of Maryland to sit for the CPA exam. The minor would also be useful for non-accounting majors seeking other prestigious certifications such as the CFM (Certificate in Financial Management).

The minor in accounting could be utilized by non-business majors in establishing credentials for their careers. The minor in accounting consists of 18 credits, any of which may be used to fulfill other Perdue School requirements. Nine of the 18 credits must be completed at SU. All courses in the minor must be completed with a C or better. Only those courses listed as fulfilling the minor are accepted.

1. Required accounting courses:

		Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3

2. Required accounting elective, one course from the following:

		Credits
ACCT 305	Intermediate Accounting II*	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 420	Accounting Information Systems	3
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3

3. Required elective, one course from the following:

		Credits
BUAD 104	Personal Finance	3
BUAD 311	Financial Management	3
BUAD 320	Management and Organizational Behavior	3
ISMN 211	Information Systems Concepts	3

* Students must pass the Accounting Program Admission Test (APAT) prior to enrolling in ACCT 305.

The accounting minor is open to any non-accounting major at SU.

Accounting minors must register in advance with the director of academic service in the Perdue School.

Business Administration

This program provides general exposure to business administration. It is intended to help prepare non-business majors for employment in business organizations or to gain entrance into M.B.A. programs. Students who complete the appropriate electives within the business administration minor within the baccalaureate programs and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Perdue School M.B.A. program prerequisite courses are listed in the section following the business administration minor requirements. Students intending to pursue M.B.A. programs at other institutions should consult the entrance requirements of the schools they expect to attend.

Required lower division courses (9 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
ACCT 201	Principles of Accounting I	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

Required upper division courses (6 hours):

		Credits
BUAD 320	Management and Organizational Behavior	3
BUAD 330	Principles of Marketing Management	3

Electives (9 hours). Select three of the following:

		Credits
BUAD 281	Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
BUAD 311	Financial Management	3
BUAD 326	Production and Operations Management	3
ACCT 202	Principles of Accounting II	3
ECON 212	**Macro-Economics Principles	3
ISMN 211	Information Concepts for Management	3

* MATH 155, 201, ECON 150, 211 or 212 may be used to satisfy General Education requirements

** May not take ECON 212 if ECON 150 is taken as the required lower division economics course

Students in the 4+1 program should select the following courses toward the business administration minor. These include all undergraduate courses required for admission to the Perdue School M.B.A. program.

Required lower division courses (12 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
BUAD 281	Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
ACCT 201	Principles of Accounting I	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

Required upper division courses (12 hours):

		Credits
BUAD 311	Financial Management	3
BUAD 320	Management and Organizational Behavior	3
BUAD 326	Production and Operations Management	3
BUAD 330	Principles of Marketing Management	3

* MATH 155, 201, ECON 150, 211 may be used to satisfy General Education requirements

Students who complete the courses above within their baccalaureate program and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Student desiring to pursue the 4+1 program should consult the director of the M.B.A. program as early as possible.

Economics

A minor in economics consists of the following 18 hours of coursework completed with grades of C or better, at least 15 hours of which are credits not applied toward General Education or Perdue School major requirements:

1. Complete the following core:

		Credits
ECON 211	*Micro-Economic Principles	3
ECON 212	*Macro-Economic Principles	3
ECON 305	Intermediate Macro-Economic Theory	3
or		
ECON 306	Intermediate Micro-Economic Theory	3

* business, accounting and management information systems majors can count only one of these courses toward the minor; therefore, they must have four, rather than three economics electives

2. Select three electives (four electives for business administration, accounting or management information systems majors) from 300/400-level economics courses.

Marketing Management

This program provides a survey of marketing management education and is excellent preparation for careers in promotion management (advertising and sales), fashion merchandising, retail management, purchasing distribution, public relations, etc., as well as operating a small business. It is *not* recommended as preparation for graduate study in business administration (see business administration minor). The required courses of the minor are:

		Credits
BUAD 103	*Introduction to Business	3
BUAD 330	Principles of Marketing Management	3
ECON 150	**Principles of Economics	3
or		
ECON 211	**Micro-Economic Principles	3
or		
ECON 212	**Macro-Economic Principles	3

plus any three of the following electives:

		Credits
BUAD 320	Management and Organizational Behavior	3
BUAD 331	Promotion Management	3
BUAD 332	Buyer Behavior	3
BUAD 333	Sales Management	3
BUAD 334	Principles of Retailing	3
BUAD 428	Entrepreneurship	3

* not open to students concurrently enrolled in, or with academic credit for, any 300/400-level BUAD/ACCT/ISMN courses (such students are to substitute BUAD 248: Legal Environment)

** ECON 150, 211 or 212 may be used to satisfy General Education IIB requirements

Charles R. and Martha N. Fulton School of Liberal Arts

Art

The minor in studio art has the following requirements:

1. Complete the following 12 semester hours:

		Credits
ART 120	Two-Dimensional Design	3
ART 130	Drawing I	3
ART 201	Introduction to Art History	3
ART 220	Principles of Color	3
or		
ART 225	Three-Dimensional Design	3

2. Take nine additional semester hours in art, at least three of which must be at the 300/400 level.

Business and Professional Writing

Students must complete 15 credit hours in English beyond those used to fulfill General Education requirements. At least nine of the credits used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

1. Complete the following core courses:

		Credits
ENGL 201	Composition III	3
ENGL 304	Business and Professional Writing	3
ENGL 305	Technical Writing and Editing	3
ENGL 306	Writing for the Disciplines	3

2. Choose one elective from among the following:

		Credits
ENGL 302	Internship	3
ENGL 467	History and Theory of Rhetoric	3
ENGL 490	Topic in English: Writing Instruction	3

Communication Arts

Students must complete a minimum 18 hours with grades of C or better (at least 15 hours must be credits not applied toward General Education requirements). The requirements are as follows:

1. Complete six credit hours of core courses:

		Credits
CMAT 100	Fundamentals of Communication	3
and		
CMAT 110	Introduction to Mass Media	3
or		
THEA 120	Introduction to Theatre	3
or		
CMAT 205	Interpersonal Communication	3

2. Complete 12 additional communication arts credit hours, six of which must be 300/400 level.

English

Students must complete 15 credit hours in English beyond those used to fulfill General Education requirements. The student must have a grade of C or better in the minor and have a maximum of six hours at the 200 level and a minimum of nine hours at the 300/400 level.

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

French

Requirements for a minor in French consist of the following:

1. Complete 18 credit hours from the following courses:

		Credits
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
FREN 310	Intermediate Composition	3
FREN 312	Intermediate Conversation	3
or		
FREN 303	Reading Skills	3
FREN 316	French Civilization I	3
or		
FREN 317	French Civilization II	3
FREN 325	French Culture through Literature	3
or		
FREN 350	The Rise and Fall of Sensuality	3
or		
FREN 351	Literature of Protest	3

2. Earn grades of C or better in all courses taken for the minor.
3. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements.
4. A maximum of nine credit hours of transfer or placement credit may be applied toward the minor.

German

Requirements for a minor in German consist of the following:

1. Complete 18 credit hours from the following courses:

		Credits
GERM 201	Intermediate German I	3
GERM 202	Intermediate German II	3
GERM 310	Intermediate Composition	3
GERM 312	Intermediate Conversation	3
GERM 350	German Short Stories	3
MDFL 246	German Peoples	3

2. Earn grades of C or better in all courses taken for the minor.
3. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements.
4. A maximum of nine credit hours of transfer or placement credit may be applied toward the minor.

History

The history minor allows students in other fields to gain a broad base in the humanities and social sciences and thus enhance their ability to reach higher levels of achievement in their own professional specialization. Additional information about this minor is available in the department.

The requirements include the following:

1. Complete 15 credit hours of history beyond the courses used to fulfill General Education requirements, including:

		Credits
HIST 201	History of the U.S. I	3
HIST 202	History of the U.S. II	3

2. Satisfy six hours at the upper (300/400) level.
3. Maintain at least a C average in all courses used for the minor.

Music

The Department of Music has been approved for the minor in music degree program, which requires 18 credits with prerequisites of MUSC 201: Introduction to Music Theory and MUSC 114: Appreciation in Music and approved sequence of course offerings and electives. The minor in music will also embrace the current endorsement of elementary education majors seeking to teach general music at the elementary level.

Philosophy

The minor in philosophy consists of 18 hours of coursework, nine of which must be at the 300/400 level. All work applied toward the minor must be completed with grades of C or better and at least 15 hours must be credits not applied toward General Education or major requirements. Included in the 18 hours must be three hours of the *introductory-level* offerings and nine hours of *classical core* and *history of philosophy* courses, at least three hours of which must be from *history of philosophy.*

Political Science

The minor in political science consists of a minimum of 18 credit hours with minimum grades of C. POSC 101 or 110 is required and at least six of the 18 hours must be upper-division credits. Only three of the 18 credit hours may apply for General Education requirements.

Interested students should contact the department chairperson.

Psychology

The minor in psychology consists of a minimum of the following 18 hours (at least 15 hours must consist of courses not used to satisfy General Education requirements):

1. Complete the following core course:

		Credits
PSYC 101	General Psychology	3

2. Select 15 or more hours of which nine must be from the 300/400 level.

Sociology

Students must complete a minimum of 18 hours in sociology, at least nine of which must be at the 300/400 level, with grades of C or better in each course. At least 15 hours of work in the minor must be in courses not applied toward General Education requirements.

Spanish

Requirements for a minor in Spanish consist of the following:

1 Complete at least 18 credit hours in the language above the elementary level (101-102), including SPAN 310.
2. Complete one of the civilization courses (SPAN 315 or 316) and one of the survey of literature courses (SPAN 335 or 336).
3. Earn grades of C or better in all courses applicable to the minor.
4. At least 15 hours applied toward the minor must consist of courses not used to satisfy General Education requirements.
5. A maximum of nine credit hours of transfer and placement credit may be applied toward the minor.

Theatre

Students must complete a minimum of 21 credits including 6 credits of core courses and 15 credits of electives. Nine credits must be at the upper (300-400) level. All work must be completed with a grade of C or better. At least 15 hours of the minor must consist of courses not used to satisfy General Education Requirements and at least nine hours must be credits earned at the university.

1. Complete the following core:

		Credits
THEA 121	Technical Production	3
THEA 220	History of Theatre	3

2. Choose six credits from the following:

		Credits
THEA 122	Movement and Performance	3
THEA 125	Theatre Practicum	1-2
THEA 201	Elements of Voice and Diction	3
THEA 223	Makeup for Stage and Television	3
THEA 224	Acting	3

3. Choose nine credits from the following:

THEA 319	Advanced Theatre History	3
THEA 320	Environmental Themes in Theatre	3
THEA 321	Advanced Technical Production	3
THEA 323	Costume Design	3
THEA 324	Directing	3
THEA 325	Oral Intepretation	3
THEA 326	Actor's Workshop	3
THEA 327	Reader's Theatre	3
THEA 328	Scene Design for Theatre and Television	3
THEA 329	Media Lighting	3
THEA 392	Special Topics in Theatre	3
THEA 424	Playwriting	3
THEA 456	Children's Theatre	3
CMAT 490	Communication Seminar	3
THEA 492	Independent Study	1-3

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

Dance

The dance minor provides an opportunity to experience the discipline and elements of dance as an art form; to understand its historical and cultural aspects; and to develop competencies in dance technique, teaching, production and performance. The completion of 22 credit hours is required and at least nine must be earned at the University. Grades of C or better in all courses must be obtained. Dance courses meeting General Education IB are DANC 162, 167, 168, 202, 262, 267.

Specific requirements for the minor are as follows:

1. Complete nine required technique hours from the following:

		Credits
DANC 162 or 262	Creative Modern Dance I or II	3
DANC 167 or 267	Ballet I or II	3
DANC 168	Jazz Dance	(Spring only) 3
DANC 380	Dance Technique III By audition. In lieu of I/II levels, may be repeated for nine hours, applied to technique requirements.	3

2. Complete 10 required theory and production hours:

DANC 202	Dance Appreciation	(Spring only) 3
DANC 360	Dance Teaching	(Fall only) 2
DANC 323	Dance Experience By audition. May be repeated for eight hours total with five applied to the minor.	1-3

3. Complete three elective hours from the following:

		Credits
ART 104	Art Appreciation	3
DANC 491	Independent Study Maximum three hours applied to the minor.	1-3
IDIS 285	Introduction to the Creative Arts	3
MUSC 114	Music Appreciation	3
THEA 122	Performing	3
THEA 223	Makeup for Stage and Television	3

Exercise Science

The minor in exercise science consists of a minimum of 20 credit hours. Required courses include PHEC 317, 432, 433, 462, 481 and HLTH 410. Students must complete each course with a grade of C or better. The University requires that at least 15 of the hours are not used to satisfy General Education requirements, and at least nine of these hours must be earned at the University. Physical education majors with exercise science and health fitness tracks are not eligible to earn a minor in exercise science.

Richard A. Henson School of Science and Technology

Biology

The minor in biology consists of a minimum of 18 credit hours. Required courses include BIOL 121 and 122. The 10 hours of additional requirements (beyond BIOL 121 and 122) need to be above the 100 level, with at least three hours at the 300/400 level. Students must earn minimum grades of C in all courses they use for the minor. The University requires that at least 15 hours of the work applied toward the minor must consist of courses that are not used to satisfy General Education requirements, and at least nine of these hours must be credits earned at the University. Biology majors are ineligible to earn a biology minor.

Chemistry

A chemistry minor is available for students in other majors seeking official recognition for courses taken in chemistry. At least 15 hours of this work must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Specific requirements for the minor are as follows:

1. Complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4

2. Choose at least three credit hours in chemistry from the 300 or 400 level.

Computer Science

The minor in computer science requires completion of the following courses with grades of C or better: COSC 120, 220, 250 and two upper-level COSC electives (other than COSC 380, 390 or 495). One ISMN, MATH or PHYS course, which may count toward the computer science major, may be substituted for one of these electives. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least nine credit hours must be earned at Salisbury University.

Geography

The minor in geography requires at least 18 hours of geography, of which at least 15 hours are not used to satisfy General Education requirements, at least 12 hours are 200-level or higher, at least six hours are at the 300/400 level and at least nine hours are earned at Salisbury University. All courses applicable to the minor must be completed with grades of C or higher.

Students should select courses that complement/supplement their major/interests. Faculty are available for students seeking advice in planning a sequence of courses for the minor.

Mathematics

The minor in mathematics consists of at least 18 semester hours of mathematics, of which 15 are not counted for General Education, 12 are numbered 201 or higher, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at Salisbury University.

Physics

The physics minor requires the completion of at least 17 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements and at least nine hours must be credits earned at the University.

1. Complete the following courses:

		Credits
PHYS 221	Physics I	4
PHYS 223	Physics II	4

2. Select at least three 300/400 level physics course.

Statistics

The minor in statistics consists of at least 18 credits and requires completion of the following courses with a grade of C or better: MATH 213 or 155; MATH 201 or 160; MATH 313; MATH 314; and approved courses from the following MATH 380*, 390* or 495*; MATH 413; MATH 414; MATH 493 or any statistics or research course approved by the chair of the Department of Mathematics and Computer Science. In addition, at least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements and at least nine hours must be taken at Salisbury University.

*At most one course from MATH 380, 390 and 495 may be used toward the minor.

Interdisciplinary Minors

American Studies

This minor, which is administered jointly by the History and English departments, consists of the following 18 credit hours:

1. Complete the following core:

		Credits
HIST 412	Social and Cultural History of the United States I (1600-1875)	3
HIST 413	Social and Cultural History of the United States II (1876-present)	3
HIST 375	Topics in American Studies (also cross listed as ENGL 300—Studies in English, to be taken twice under different course titles recorded with the registrar	6

2. Select six credit hours from the following:

		Credits
ENGL 480	Colonial American Literature	3
ENGL 481	The American Renaissance	3
ENGL 484	American Novel I: Beginnings to 1900	3
ENGL 485	American Novel II: 1900-1945	3
ENGL 486	American Novel III: 1945 to Present	3

Anthropology

Students must complete 18 semester hours in anthropology and related disciplines with grades of C or better. At least 15 hours of work in the minor must be in courses not applied toward General Education requirements. The minor requires the following coursework:

1. Complete 12 hours from the following core:

		Credits
ANTH 212	Cultural Anthropology	3
ANTH 215	Primitive Religion	3
ANTH 250	Archaeology of Ancient Societies	3
ANTH 350	Physical Anthropology	3
ANTH 355	North American Indian	3
ANTH 450	Comparative Cultures	3
ANTH 459	Seminar in Anthropology	3

2. Select six hours from collateral areas, including the following courses:

		Credits
BIOL 105	Biology and Society	3
or		
BIOL 225	Ecology	4
ENGL 240	Introduction to the Study of Language	3
GEOG 105	Introduction to Physical Geography	4
or		
GEOG 202	Cultural Geography	3
HIST 300	Historic Archaeology of Maryland's Eastern Shore	3
HIST 319	Roman History	3
HIST 370	Greek History	3
HIST 371	Introduction to Classical Mythology	3
HIST 395	Material Culture Studies in American History	3
HIST 472	*Studies in Classical Archaeology	3
or		
HIST 474	History of Ancient Egypt	3
HIST 480	Museum Studies	3

* may be taken twice under different course titles

Comparative Literature

The minor in comparative literature consists of 18 hours of coursework, nine of which must be taken at SU. At least 15 hours of the work must consist of courses which are not used to satisfy General Education requirements and all courses must be completed with a grade of C or better. Additional information is available from the Department of Modern Languages.

1. Complete the following prerequisite:

		Credits
ENGL 102	Composition II	3

2. Select six credit hours from the following list of courses:

		Credits
ENGL 363	World Literature I	3
ENGL 364	World Literature II	3
ENGL 366	World Mythology	3

3. Select nine credit hours from the following list of courses, with at least three hours in French literature and three hours in Spanish literature:

		Credits
FREN 305	Short Fiction in France in Translation	3
FREN 350	The Rise and Fall of Sensuality from the Middle Ages to 1700	3
FREN 351	French Literature of Protest in Translation (1700-1970)	3
GERM 350	German Short Story	3
SPAN 330	Hispanic Literature in Translation	3

Conflict Resolution and Peace Studies

This minor involves the completion of 18 credit hours. Individual directed-study courses from various majors may be utilized with the approval of the minor advisor. For more information, contact the Department of Sociology.

1. Complete the following core:

		Credits
IDIS 424	Current Topics in Conflict	3
SOCI 225	Sociology of Conflict and Nonviolence	3
or		
POSC 409	The Causes of War	3

2. Select 12 credit hours from the following list:

		Credits
CMAT 307	Interpersonal Conflict	3
ENGL 300	Studies in English: Peace and War in Film and Literature	3
HIST 225	The Holocaust: Extermination of the European Jews	3
HIST 308	Sectional Conflict and Civil War	3
HIST 376	Violence and Non-Violence in America	3
HIST 380	The American Military Experience	3
HIST 451	World War I	3
HIST 452	The Second World War: A Global History	3
HIST 453	The Cold War: A Global History	3
PHIL 301	Violence and Nonviolence	3
POSC 411	International Law	3
POSC 415	The United Nations System	3
SOCI 210	Introduction to Global Sociology	3
SOCI 250	Race Relations in Global Perspective	3
SOCI 301	Studies in Sociology: The Sociology of Peace and War in Film and Literature	3
SOCI 301	Studies in Sociology: Nonviolent Social Change	3
SOCI 320	Social Movements	3
SOCI 416	Individual Directed Studies: Conflict Resolution Practicum	3
SOWK 499	Special Topics in Social Work: Mediation Skills	1-3

Creative Arts

The Minor in Creative Arts is an interdisciplinary program of study that will provide students the opportunity to develop an experiential and conceptual foundation in dance, music, theatre and the visual arts. The minor requires the completion of 21 hours; 15 hours must consist of courses not used to satisfy General Education requirements. In addition to the required introductory course, students must select an additional 18 hours. There must be at least three hours from each of the four disciplines. All courses must be completed with grades of C or better. For more information contact the minor coordinator.

Complete the following core course:

		Credits
IDIS 285	Introduction to the Creative Arts	3

Select a minimum of three credits from each of the following clusters of courses:

		Credits
Art		
ART 104	Art Appreciation	3
ART 120	Two-Dimensional Design	3
ART 130	Drawing I	3
ART 201	Introduction to Art History	3
ART 215	Ceramics I	3
ART 220	Principles of Color	3
ART 229	Photography I	3
ART 375*	Methods and Materials for Elementary Art	3
Dance		
DANC 162	Creative Modern Dance I	3
DANC 202	Dance Appreciation	3
DANC 260	Introduction to Dance/Movement	1
DANC 323	Dance Experience	1-3

Music

MUSA	100, 102, 103, 105, 106, 107 (ensembles)	1-3
MUSA	108, 205, 206, 209, 210 (group voice/instrumental instruction)	1-3
MUSC 112	Creativity and Electronic/Acoustic Music	3
MUSC 114	Music Appreciation	3
MUSC 200	Fundamentals	3
MUSC 201	Introduction to Music Theory	3
MUSA 390	Directed Independent Study (private lessons)	1-3
EDUC 419**	Teaching Music in the Elementary School	3

Theatre

THEA 120	Introduction to Theatre	3
THEA 122	Performing	3
THEA 224	Acting	3
THEA 320	Environmental Themes in Theatre	3
THEA 325	Oral Interpretation	3
THEA 453	Creative Dramatics	3
THEA 456	Techniques of Children's Theatre	3

* ART 375 is available only for elementary education majors.

** EDUC 419 is available only for Professional Teacher Education Program students.

Environmental Studies

Students in this minor, which consists of 18 credits, must select one course each from groups I through III. Additional courses may be selected from any of the five groups, however, no more than three credits may be selected from Group IV. Many of the courses approved for use within the minor have prerequisites. Special topics courses which are applicable to the minor may sometimes be offered through a variety of disciplines. The internship is optional, but highly recommended. Interested students should begin planning for the internship early by discussing it with their major advisor. For more information and for specific course approvals, contact the minor coordinator.

I. Natural Process and the Environment
(select at least one course)

		credits
BIOL 105	Biology and Society: The Environment	3
BIOL 225	Ecology	4
ENVH 210	Introduction to Environmental Health	3
GEOG 401	Soil, Water and the Environment	3
MATH 144	Environmental Mathematics	3

II. Nature in a Cultural and Historical Context (select at least one course)

EDUC 475	Environmental Education	3
ENGL 347	The Wilderness in Literature	3
ENGL 348	Nature in Literature	3
ENGL 384	Native American Literature	3
HIST 386	Wilderness Experience	3
HIST 389	Environmental History	3
PHIL 310	Animals and Ethics	3
PHIL 318	Environmental Responsibility	3
THEA 320	Environmental Themes in Theatre	3

III. Public Policy and Environmental Values (select at least one course)

CMAT 444	Environmental Communication	3
ECON 415	Environmental and Natural Resource Economics	3
GEOG 402	Environmental Planning	3
POSC 260	Politics of the Chesapeake Bay	3
POSC 360	Environmental Policy	3
POSC 460	Environmental Law	3
PSYC 409	Environmental Psychology	3
SOCI 390	Sociology of the Environment	3

IV. Internship/Field Experience (optional, a maximum of three credits)

IDIS 480	Internship in Environmental Studies (or other approved internship)	3
BIOL 399	International Field Studies: Environmental Issues in Ecuador (or other approved travel course)	3
IDIS 280	Service Learning (in an approved topic)	1

V. Interdisciplinary Studies (optional)

IDIS 260	Environmental Perspectives (or other approved interdisciplinary course)	3

Ethnic and Intercultural Studies

The minor in ethnic and intercultural studies offers students the opportunity to study other cultures and social groups in a variety of ways. The minor consists of 18 credits of course work, six credits selected from the required core group and an additional 12 credits selected from any one of the three tracks (United States minorities, cultural area studies, and intercultural studies) or from all courses listed for a more general minor. No more than six credits from any one department may be used to complete the minor.

The University requires that at least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. All courses applicable to the minor must be completed with grades of C or better. Additional information is available from the Department of Sociology.

Core Requirements

Complete six hours from the following, select one course from each group:

		Credits
Group 1:		
CMAT 300	Intercultural Communication	3
ENGL 433	Language and Culture	3
PHIL 209	Philosophy and Culture	3
PSYC 410	Multicultural Issues in Psychology	3
Group 2:		
HIST 387	Racism and Discrimination	3
HIST 440	Minority Groups in United States History	3
SOCI 331	Racial and Cultural Minorities	3

Track Courses

Complete 12 credits from the tracks listed below. Select 12 credits from one track of select 12 credits from all courses listed for a more general minor. Courses selected to complete the core may not be used to complete the track requirements. However, courses not selected to complete the core requirements may be used to complete the track requirements. No more than six credits from one department may be used to complete the minor. Special topics courses that address the goals of the minor may be eligible for minor credit with approval by the minor coordinator.

United States Minorities

		Credits
ANTH 355	North American Indian	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in America	3
HIST 440*	Minority Groups in United States History	3
HIST 445	African-American History	3
HIST 446	Readings in African-American History	3
POSC 450	Civil Rights and Liberties	3
SOCI 320	Social Movements	3
SOCI 331*	Racial and Cultural Minorities	3

* if not taken to fulfill core requirement

Cultural Areas Studies

ANTH 301	Aztec, Inca, Maya	3
ENGL 365	Literature of the Third World	3
GEOG 310	Regional Geography of Europe	3
HIST 332	National History of Mexico	3
HIST 334	Latin American Institutions	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa: 1870 to Present	3
HIST 350	The Middle East to 1800	3
HIST 355	The Middle East Since 1800	3
HIST 362	Chinese Civilization	3
HIST 460	History of China Since 1800	3
MDFL 241	French Peoples	3
MDFL 245	German Peoples	3
MDFL 246	Russian Peoples	3
MDFL 248	Studies in Contemporary Cultures	3
PHIL 312	Eastern Philosophies	3
PHIL 320	African-American Philosophy	3
POSC 213	War and Peace in the Middle East	3
POSC 311	Comparative Government of Developing Nations	3
POSC 313	Comparative Politics of the Middle East	3

Intercultural and Comparative Cultural Studies

ANTH 212	Cultural Anthropology	3
ANTH 215	Primitive Religion	3
ANTH 450	Comparative Cultures	3
CMAT 300*	Intercultural Communication	3
ENGL 366	World Mythology	3
ENGL 367	Folklore and Folklife	3
ENGL 433*	Language and Culture	3
ENGL 438	Bilingualism	3
GEOG 202	Cultural Geography	3
HIST 210	World Religions	3
HIST 225	Holocaust: The Extermination of the European Jews	3
HIST 387*	Racism and Discrimination	3
IDIS 250	Comparative Religions	3
MUSC 409	Introduction to Ethnomusicology	3
PHIL 209*	Philosophy of Culture	3
PHIL 325	Philosophy of Religion	3
POSC 313	Comparative Politics in the Middle East	3
PSYC 410*	Multicultural Issues in Psychology	3
SOCI 318	Sociology of Religion	3
SOCI 320	Social Movements	3
SOCI 331*	Racial and Cultural Minorities	3

* if not taken to fulfill core requirement

Eligibility of topics courses, studies courses or language courses not listed above will be determined through review of syllabi by the minor coordinator at the request of students and/or faculty.

Gerontology

The gerontology minor requires the following:

1. Complete the following core:

		Credits
BIOL 219	Biology of Human Aging	3
PSYC 322	Psychology of Aging	3
SOCI 361	Aging and Society	3

2. Select a minimum of nine credit hours from among the following:

ECON 340	Economics of Social Issues	3
LEIS 305	Leisure and Special Populations	3
PSYC 323	Psychology of Death and Dying	3
SOWK 350	Social Work with Older People	3
SOWK 405	Field Instruction in Social Work I	5
SOWK 407	Field Instruction in Social Work II	5

Individual directed-study courses from various majors may be utilized with the permission of the coordinator of the gerontology minor. Students are encouraged to organize their elective selections to complement their major academic and/or vocational areas of interest. For detailed information, contact the Sociology Department.

Interdisciplinary Science

Students complete a core of interdisciplinary science courses taught jointly by faculty from throughout the Henson School of Science and select two additional courses of their choice as described below. Additional information is available from the Henson School advising services coordinator.

1. Complete the following core courses:

		Credits
MATH 115	Introduction to Math Modeling	3
SCIE 110	Integrated Science I	4
SCIE 210	Integrated Science II	4
SCIE 310	Integrated Science III	4

2. Complete a two-semester sequence of courses from among the following:

	Credits
BIOL 121/122	4/4
CHEM 121/122	4/4
GEOG 105 and either GEOL 103 or GEOG 201	4/3 or 4/4
PHYS 121/123	4/4

International Studies

This minor, which consists of the following 21 credit hours, requires that students have knowledge of a language and culture different from that of the United States:

1. Complete the following 12-credit core:

		Credits
ANTH 212	Cultural Anthropology	3
or		
GEOG 301	World Regions	3
ECON 402	Comparative Economic Systems	3
or		
ECON 411	Economic Development	3
or		
ECON 441	International Economics	3
POSC 210	Introduction to International Relations	3
SOCI 319	Social Change and Social Planning	3

2. Select nine credit hours from among the courses not chosen above and from among the following courses, with no more than three credit hours in any one area:

		Credits
ANTH 450	Comparative Cultures	3
BUAD 422	Management of the Multinational Business	3
BUAD 423	International Marketing	3
BUAD 447	International Financial Management	3
GEOG 202	Cultural Geography	3
GEOG 310	Regional Geography of Europe	3
GEOG 406	Regional Planning	3
HIST 3XX	(at the 300 level according to area of concentration or relevant program of study; see minor advisor).	3
POSC 215	American Foreign Policy	3
POSC 310	Comparative European Government	3
POSC 311	Comparative Government of Developing Nations	3
POSC 409	Causes of War	3
POSC 411	International Law	3
POSC 415	The United Nations System	3
POSC 417	Russia and the Soviet Union	3
SOCI 320	Social Movements	3
SOCI 322	Population Studies	3
SOCI 329	Medical Sociology	3

3. Additionally, students must satisfy the following language and culture component: proficiency through the 202 level of any language offered at SU; or proficiency through the 102 level of any language taught at SU and two courses whose primary emphasis is the study of another culture or cultures whether through sociological, philosophical, literary, aesthetic or communication perspectives (or an approved study abroad program). For more information, contact minor advisor.

Planning

This minor requires the completion of 21 credit hours with a minimum of six credit hours at the upper division. The minor in planning provides a structure from which students can devise a curriculum to complement their majors, strengthen and diversify their undergraduate training, enhance the range of career opportunities available upon graduation and provide suitable preparation for a graduate degree in urban and regional planning. For detailed information, contact the Department of Geography and Regional Planning.

1. Complete the following course:

		Credits
GEOG 308	Principles of Planning	3

2. Select at least one course from each of the following six areas:

Planning Theory and Practice:

		Credits
GEOG 404	Rural Settlement and Land Use	3
GEOG 406	Regional Planning	3
GEOG 408	Urban Planning	3

Methodological and Technical Background:

COSC 120	Computer Programming	4
GEOG 200	Applications in Geographic Information Systems	3
GEOG 321	Remote Sensing of the Environment	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 313	Survey Design and Sampling	3
MATH 314	Intermediate Applied Statistics	3
SOCI 310	Social Research II, Statistical Methods	4

Economic, Finance and Management Background:

BUAD 311	Financial Management	3
BUAD 320	Management and Organizational Behavior	3
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
ECON 336	Public Sector Economics	3

Physical Environmental Background:

BIOL 220	Humans and Environment (Honors)	4
BIOL 225	Ecology	4
CHEM 109	Energy and the Environment	4
CHEM 220	Humans and the Environment (Honors)	4
GEOG 220	Humans and the Environment (Honors)	4
GEOG 411	Geomorphology	3
GEOG 413	Applied Climatology	3
GEOL 103	Introduction to Physical Geology	4

Political Background:

POSC 110	American National Government	3
POSC 202	State and Local Government in the U.S.	3
POSC 320	Public Policy Analysis	3

Social Background:

ANTH 450	Comparative Cultures	3
SOCI 201	Social Problems	3
SOCI 319	Social Change and Social Planning	3
SOCI 324	Community Sociology	3
SOCI 344	Complex Organizations	3
SOCI 361	Aging and Society	3

Religious Studies

This minor offers students the opportunity to study the nature of religion from a variety of scholarly perspectives—anthropology, English, history, philosophy and sociology. Students interested in the minor should contact the Philosophy Department, which coordinates the program.

1. Complete the following core course:

		Credits
IDIS 250	Comparative Religions	3

2. Select a minimum of 15 credit hours from at least three of the following departments:

		Credits
ANTH 215	Primitive Religions	3
ANTH 300	Studies in Anthropology (when the topic deals specifically with religious themes)	3
ENGL 300	Studies in English (when the topic deals specifically with religious themes)	3
ENGL 341	The Bible as Literature	3
ENGL 366	World Mythology	3
ENGL 401	Studies in Film (when the topic deals specifically with religious themes)	3
HIST 210	Introduction to World Religions	3
HIST 215	Topics in History (when the topic deals specifically with religious themes)	3
HIST 375	Topics in American Studies (when the topic deals specifically with religious themes)	3
PHIL 325	Philosophy of Religion	3
PHIL 402	The Problem of God	3
PHIL 310	Studies in Philosophy (when the topic deals specifically with religious themes)	3
PHIL 326	Philosophy of Reverence	3

Social Studies

The social studies minor provides prospective teachers the opportunity to do coursework in a variety of social science disciplines in preparation for applying for the social studies teaching certificate. As certification in social studies is granted by the state, not the University, completion of the minor requirements and the appropriate teacher education courses does not guarantee certification.

The requirements for the social studies minor consist of 18 semester hours, 15 of which must be beyond the courses used to fulfill the General Education and academic major requirements. All courses in the minor must be completed with a grade of C or better. The courses taken for the minor will be determined by the student's major.

economics: six credits history, six credits human geography, six credits political science

geography: six credits history, six credits economics, six credits political science

history: six credits political science, six credits economics, six credits human geography

political science: six credits history, six credits economics, six credits human geography

elementary education: three credits history, six credits political science, six credits economics, three credits human geography (requires a total of six credits, but may include three in General Education)

Courses may be selected from the following:

		Credits
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
GEOG 100	Introduction to Human Geography	3
GEOG 202	Cultural Geography	3
GEOG 203	Economic Geography	3
GEOG 301	World Regions	3
GEOG 302	Geography of the U.S. and Canada	3
HIST 201	History of the U.S.	3
HIST 202	History of the U.S.	3
POSC 101	Introduction to Politics and Government	3
POSC 110	American National Government	3
POSC 202	State and Local Government in the U.S.	3
POSC 210	Introduction to International Relations	3
POSC 311	Comparative Gov. of Developing Nations	3

Social studies minor students with a social science major other than history may take the secondary education track courses, including student teaching. These students must meet the same entrance requirements, as well as complete all program requirements, as those admitted to approved programs.

Women's Studies/Gender Studies

This minor consists of the following 18 credits, with distribution requirements directing students into courses from a minimum of four departments, with no more than six credits in one department:

1. Select one course from each of the areas A-C, comprising the nine-credit core:

A. Theoretical Perspectives

		Credits
ENGL 461	Feminist Literature and Theory	3
IDIS/HIST 213	Introduction to Gender Studies	3
PHIL 316	Philosophy and Feminism	3

B. Historical and Cultural Perspectives

HIST 377	Women in Early American History	3
HIST 378	Women in Modern America	3
SOCI 363	Women in Development	3

C. Social and Interpersonal Perspectives

PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
SOCI 314	Sociology of Gender	3

2. Satisfy six additional credits from the list below or from the core. One of the courses may be Independent Study in the students' major disciplines. At least one of the two courses must come from a department in which minor courses have not yet been taken.

		Credits
ART 335	Women in Art	3
CMAT 304	Communication, Gender and Culture	3
ENGL 300	Topics in English (approved topics)	3
ENGL 338	Gay and Lesbian Literary Studies	3
ENGL 342	Women in Literature	3
ENGL 386	American Women Writers of Color	3
ENGL 401	Studies in Film: Women in Film	3
ENGL 461	Feminist Literature and Theory	3
HIST 375	Topics in American Studies	3
PHIL 310	Studies in Philosophy (approved topics)	3
POSC 204	Topics in Political Science: Women in Politics	3
PSYC 325	Psychology of Sexuality	3
SOCI 301	Studies in Sociology	3
SOCI 363	Women in Development	3

3. Complete the following interdisciplinary capstone course:

		Credits
IDIS 485	Women's Studies/Gender Studies Interdisciplinary Capstone Seminar (spring semester)	3

SU/UMES Minors

Salisbury University and the University of Maryland Eastern Shore (UMES) have a cooperative agreement through which students earn minors at either institution. Students should consult with the director of SU/UMES collaborative programs for the names of department chairs who administer these minors:

Agribusiness (18 credits)
Animal and Poultry Science (18 credits)
Clothing and Textiles (18 credits)
Construction Management (24 credits)
Construction Management: Technical (24 credits)
Fashion Merchandising (18 credits)
Food and Beverage Management (18 credits)
Hotel Administration (18 credits)
Plant/Soil Science (18 credits)
Technology Education Teaching Certificate (36 credits)
Technology Education with a
Technical Application for Industry (24 credits)

Perdue School of Business

Bachelor of Science
- Accounting
- Business Administration
- Management Information Systems

Bachelor of Arts
- Economics

Minors
- Accounting
- Business Administration
- Economics
- Marketing Management

Master of Business Administration

FRANKLIN P. PERDUE SCHOOL OF BUSINESS
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS

Franklin P. Perdue School of Business

www.salisbury.edu/schools/perdue.html

Dr. George Rubenson, Interim Dean

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Dean/Associate Dean
Holloway Hall 100, 410-543-6316

ABLE Program Director
Holloway Hall 005B, 410-546-6427

Accounting and Legal Studies
Holloway Hall 313, 410-543-6325

Advising Office
Holloway Hall 005C, 410-543-6097

Economics and Finance
Holloway Hall 303, 410-547-5024

Global Programs Administrator
Holloway Hall 005A, 410-548-3983

Information and Decision Sciences
Holloway Hall 131, 410-543-6212

Management and Marketing
Holloway Hall 107, 410-543-6094

M.B.A. Program
Holloway Hall 005A, 410-548-3983

School Information

The Franklin P. Perdue School of Business was established in 1986 through a multimillion dollar fund created by Franklin P. Perdue to ensure excellence within the academic programs of the school. Perdue, a lifelong resident of Salisbury, began working with his parents in their egg business at the age of 10. He attended what was then the State Teachers College in Salisbury for two years before returning to work full time with his father in 1939. He became a full partner in the business in 1944 and, in 1950, took over leadership of Perdue Farms Inc. Under his leadership, the firm grew to be one of the largest integrated poultry producers in the United States.

The Perdue School is the largest college-level center for business education and development in the region. It provides an academic program which responds to the highest standards of business education and provides for student interaction with the business world. Courses are designed to encourage students to think clearly, show sound judgment, communicate verbally and in writing, develop interpersonal skills and make rational decisions under conditions of uncertainty.

The Perdue School offers four degrees: Bachelors of Science in accounting, business administration and management information systems, and the Bachelor of Arts in economics. The accounting, business administration and management information systems programs have lower (pre-professional) and upper (professional) divisions and require successful completion of lower-division work before admission to each major and before taking upper-division courses. Within the business administration major, students may specialize in economics, finance, marketing, management or international business, or may design with advisors an individualized curriculum. The economics major requires a program of General Education courses integrated with a core in economics, business administration and mathematics.

The Perdue School offers four minors: accounting, business administration, marketing management and economics. The business administration and marketing management minors are not open to business, management information systems or accounting majors. Similarly, the economics track within the business administration major and the economics minor are not open to economics majors.

A unique feature of the Perdue School of Business is the Applied Business Learning Experience (ABLE) program, successful completion of which is a graduation requirement for all students majoring in accounting, business or management information systems. Students must demonstrate that they can translate and effectively use classroom learnings in business, government and nonprofit organizations. ABLE provides a variety of experiential learning options: a work-study cooperative program, full and partial immersion internships, community projects and student consulting. For details see the director of the ABLE program.

Philosophic Commitments and Objectives

Consistent with the University mission and the convictions of its faculty, the Franklin P. Perdue School of Business objectives reflect a dedication to students' maximum intellectual growth, active involvement in applied and practical research, and a commitment to community service.

Intellectual Growth

The primary objective of the school is to provide each of its students with an academic environment that fosters the development of a broad intellectual foundation. This foundation is the basis for effective service in professional positions and enables students to assume higher levels of responsibility as they gain experience and demonstrate ability. The faculty believe this objective is met by the development and maintenance of quality curricula, by effective teaching and by conscientious student advising.

Research

The school is committed to stimulating the intellectual growth of its faculty and the broader academic and business community. The faculty actively pursue applied and practical research that expands their knowledge of business and economic activities as well as more theoretical research.

Community Service

The school serves the interests of the broad community through management development programs, consulting activities, publication of studies vital to the economic growth of the area and professional participation in volunteer organizations. These activities are conducted by the school's Project Management Group (which includes the Mid-Atlantic Sales and Marketing Institute, the European American Business Institute, the Eastern Shore Export Assistance Center, the Regional Public Transportation Program and the Electronic Business and Commerce Program) and the Business Resource Center (which includes the Small Business Development Center and the Perdue Center for Professional Development).

General Information

Non-Degree Seeking Students

The Perdue School serves non-degree-seeking students by allowing them to enroll directly in both lower- and upper-division courses. Students who do not meet specific course prerequisites must obtain approval from the associate dean of the Perdue School of Business before enrolling.

Students Seeking Degrees in Programs Other Than Accounting, Business Administration Or Management Information Systems

The Perdue School welcomes students from other disciplines in lower-division classes and can accommodate a limited number of these students in upper-division (300/400-level) courses as the school's professional-program students are given priority. Because the Perdue School cannot guarantee that non-majors will be able to enroll in ACCT/BUAD/ECON/ISMN courses during any specific semester, students from other disciplines with programs that require upper-division Perdue School courses should plan ahead as far as possible and secure the permission of their advisors and the director of academic programs of the Perdue School of Business for the ACCT/BUAD/ECON/ISMN portion of their programs.

Maximum Credit Hours Applicable To Graduation

The maximum number of credit hours in accounting, business administration and management information systems that students majoring in these areas can apply toward graduation is 50 percent of total earned hours (e.g. 60 of 120 hours). To ensure that business majors receive a balanced education, at least 50 percent of total earned hours (e.g. 60 of 120 hours) must be taken outside accounting, business administration and management information systems.

Transfer Credits

Students who wish to enroll in courses at other institutions and transfer credits to satisfy Perdue School requirements must first submit a properly completed Request to Study at Another Institution form to the Perdue School's director of academic services. Approval forms will then be submitted to a University transfer counselor for additional authorization and processing. (Students are further directed to the University's transfer guidelines located in the "Registration and Student Records" section of this catalogue.)

Repeating Courses

Courses repeated to fulfill a Perdue School major or minor requirement must be repeated at Salisbury University . For example, students who repeat required courses to improve D or F grades must take those courses at Salisbury University .

The Pre-professional Program: Freshmen And Sophomores Seeking a Major In Accounting, Business Administration Or Management Information Systems

Perdue School courses of study in accounting, business administration and management information systems consist of a pre-professional program for freshmen and sophomores and a professional program for juniors and seniors. The preprofessional program consists of 28 hours of coursework designed to prepare students for their upper-level coursework.

Pre-professional Program Requirements

The following courses make up the pre-professional program. These courses should be completed during the freshman and sophomore years in preparation for entrance into the professional programs of the Franklin P. Perdue School of Business:

		Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUAD 248	Legal Environment	3
BUAD 281	Intermediate Business Statistics: Application and Analysis	3
CMAT 100	Fundamentals of Communication	3
or		
CMAT 205	Interpersonal Communication	3
or		
CMAT 260	Fundamentals of Organizational Communication	3
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
ISMN 111	Business Microcomputer Use	1
MATH 155	Modern Statistics with Computer Analysis	3
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4

Curriculum Guide: Pre-professional Program

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MATH 160	*Introduction to Applied Calculus	3
	Group IIB Elective	3
	Group IIIA Elective	4
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
ISMN 111	Business Microcomputer Use	1
MATH 155	Modern Statistics with Computer Analysis	3
	Group IIIA Elective	4
		17
SOPHOMORE YEAR		
ACCT 201	Principles of Accounting I	3
BUAD 248	Legal Environment	3
BUAD 281	Intermediate Business Statistics	3
ECON 211	Micro-Economic Principles	3
	Group IB or IIB Elective	3
		15
ACCT 202	Principles of Accounting II	3
ECON 212	Macro-Economic Principles	3
CMAT XXX	100, 205 or 260	3
ISMN 211	Information Concepts for Management	3
or		
	Elective	3
	Group IB or IIB Elective	3
		15

* some students may have to take MATH 140: College Algebra in preparation for calculus

The Professional Program: Juniors and Seniors Seeking a Major in Accounting, Business Administration or Management Information Systems

The professional program consists of (1) an upper-division core of six courses which must be taken by all accounting, business administration and management information systems majors; (2) a set of special requirements for each major and concentration/track; and (3) a set of specific course requirements unique to the major and concentration/track that the student is pursuing. In order for students to take courses in the professional program, they must apply and be admitted. Specific instructions for applying follow. Coursework and other requirements associated with specific majors and concentrations/tracks are grouped according to accounting, business administration or management information systems.

Application for the Professional Program

Students wishing to apply to the professional program of the Franklin P. Perdue School of Business must do the following:

1. Submit an application by December (for the next spring term) or May (for the next fall term).
2. Prepare to satisfy the following requirements by the start of the next semester.
   a. Complete 60 credit hours, with a minimum of 22 hours from the preprofessional core (see above), including:

		Credits
ACCT 201	Principles of Accounting I	3
ECON 211	Micro-Economic Principles	3
or		
ECON 212	Macro-Economic Principles	3
ISMN 111	Business Microcomputer Use	1
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4
MATH 155	Modern Statistics	3

   b. Attain a GPA of 2.5 or higher in the core courses already taken.
   c. Receive no more than two D grades in the pre-professional core courses already taken (no more than one D grade in economics core courses and no more than one D grade in accounting core courses).
3. Submit an application for admission to the professional program—students whose applications are not approved will be deregistered from 300/400-level Perdue School courses in which they may have enrolled. (This restriction applies only to students seeking majors in accounting, business administration or management information systems.)

Retention

Once admitted to the Perdue School's professional program, students must do the following:

1. Complete the pre-professional core within the next 15 credit hours of study or be disenrolled automatically from the professional program.
2. Receive no more than two D grades in the total pre-professional program core (no more than one D in accounting courses and no more than one D in economics courses).
3. For business administration majors, receive no more than one D in upper-division business coursework and special requirements (international course, ISMN 211 and ABLE) and have at least a C average in this group of courses.
4. For accounting and management information systems majors, have a C or above in all upper-division accounting/management information systems major coursework and have no more than one D in upper-division core requirements.
5. Maintain a 2.0 grade point average. (Students whose cumulative grade point averages fall below 2.0 and do not return to 2.0 within the next consecutive 12 semester hours will be disenrolled from the professional program.)

Appeals for exceptions to this policy must be made in writing to the associate dean of the Perdue School.

Undergraduate Degree Programs

Accounting

Professors
Richard F. Bebee, Ph.D., CPA-OH; *accounting, income tax*
Jerome J. DeRidder, Ph.D.; *financial accounting*
Robert F. Dombrowski, D.B.A., CPA-MD, LA (chair, Accounting and Legal Studies Department); *accounting, auditing*
Robert Michael Garner, Ph.D., CPA-IN; *advanced/governmental/international accounting, accounting information systems*
P. Douglas Marshall, Ph.D., CPA-MD; *financial/managerial accounting*
Kenneth J. Smith, D.B.A., CPA-MD; *accounting pedagogy, managerial cost control, CPA firm work environment*
Assistant Professors
James A. Files, M.P.A.; *financial accounting, accounting information systems*
Joseph Quinn, M.B.A., CPA-MD, D.C. (VITA coordinator); *accounting, income tax*

The Department of Accounting and Legal Studies offers programs leading to a Bachelor of Science in accounting, an accounting track in the Master of Business Administration (M.B.A.) program and a minor in accounting.

The undergraduate accounting curriculum consists of a lower-division (*pre-professional*) core, upper-division (*professional*) core, *special requirements* and accounting *major requirements*. Pre-professional accounting majors acquire a common body of knowledge essential to the successful completion of the professional program coursework.

Major in Accounting

Students majoring in accounting must meet the following requirements:

1. Complete the *pre-professional core* requirements. Grades of C or better are required in ACCT 201 and 202.
2. Complete the following *professional core*:

		Credits
BUAD 311	Financial Management	3
BUAD 320	Management and Organizational Behavior	3
BUAD 326	Production and Operations Management	3
BUAD 330	Principles of Marketing Management	3
BUAD 420	Business and Society	3
BUAD 492	Strategic Management	3

3. Satisfy the following *special requirements*:

ABLE Requirement
The applied business learning experience (ABLE) is normally completed during the senior year and will be met through an internship.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
ACCT 490	Accounting Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

Admission Test
Accounting students must pass the Accounting Program Admission Test (APAT) prior to enrolling in ACCT 305. Information is available from the Accounting Department.

4. Complete the following *major requirements* with grades of C or better (with approval of the chair of the Accounting Department, up to six credit hours of comparable courses may be transferred from the International Association for Management Education [AACSB] member schools):

		Credits
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 305	Intermediate Accounting II	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 403	Advanced Accounting I	3
ACCT 407*	Auditing I	3
ACCT 420	Accounting Information Systems	3
ACCT 430 or	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 348	Business Law	3

plus one of the following courses:

		Credits
ACCT 338	Special Topics	3
ACCT 342	Federal Income Tax Accounting: Partnership and Corporation	3
ACCT 401	Integrated Accounting Systems	3
ACCT 415	Governmental and Not-for-Profit Accounting	3

*To accommodate accounting majors interested in pursuing the accounting track in the M.B.A. program, the undergraduate ACCT 407 requirement may be waived by the department chair for those students who successfully complete the graduate auditing course (ACCT 608) in the last semester of their senior year. Students must satisfy the 120 hour graduation requirement. No course will count for both undergraduate and graduate credit. To qualify, see "Graduate Credit During Senior Year" in the Graduate Student Information section of this catalogue.

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

Curriculum Guide: Bachelor of Science in Accounting

The following is a sample sequence of upper-level courses for students accepted into the professional accounting program. Because of the timing of courses, prerequisites, etc., curriculum planning is essential. Students interested in accounting should see the director of academic services to be assigned an advisor.

JUNIOR YEAR		Credits
ACCT 304	Intermediate Accounting I	3
BUAD 320	Management and Organizational Behavior	3
BUAD 330	Principles of Marketing	3
ACCT 341	Federal Income Tax Personal	3
BUAD 311	Financial Management	3
		15
ACCT 302	Cost Accounting I	3
ACCT 305	Intermediate Accounting II	3
BUAD 420	Business and Society	3
BUAD 326	Production and Operations Management	3
	Elective	3
		15

SENIOR YEAR		
ACCT 403	Advanced Accounting I	3
ACCT 420	Accounting Information Systems	3
ACCT 430 or	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
ACCT 490	Accounting Internship	3
	General Elective	3
		15
BUAD 348	Business Law	3
BUAD 492	Strategic Management	3
	Accounting Elective	3
ACCT 407	Auditing I	3
	General Elective	3
		15

Minor in Accounting

See "Undergraduate Minors" section for details.

Business Administration

Professors
Pamela L. Alreck, D.B.A.; *advertising/promotion, marketing research, consumer behavior, direct marketing*
Richard Cuba, D.B.A.; *management/organizational development, creativity/decision-making, group/team building, total quality management*
Wayne Decker, Ph.D. (chair, Management and Marketing Department); *organizational behavior*
Richard C. Hoffman IV, Ph.D.; *international/strategic management*
Khashayar "Kashi" Khazeh, Ph.D.; *international financial management, financial institutions/markets, financial management*
Herman Manakyan, Ph.D.; *(chair, Economics and Finance Department); investments, portfolio management, derivative securities, corporate finance*
Robert B. Settle, Ph.D.; *consumer behavior, marketing research, direct marketing, retailing*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Associate Professors
Gerard R. DiBartolo, D.B.A.; *international/strategic marketing, marketing research*
Memo Diriker, D.B.A.; *personal selling/sales management, marketing management/ strategy, international/database marketing*
George C. Rubenson, Ph.D.; *human resources/strategic management*
Assistant Professors
Susan C. Cabral, J.D.; *commercial/corporate law, logic*
Ping Cheng, Ph.D.; *portfolio management, real estate investment, corporate finance, financial derivatives*
Danny M. Ervin, Ph.D.; *asset valuation, cost of capital, financial distress*
E. Patrick McDermott, Ph.D.; *mediation, legal and ethical environment of business*
Denise M. Rotondo, Ph.D.; *human resources management, organizational behavior*
Lecturers
Sumathy Chandrashekar, M.B.A.; *statistics, management science*

The Bachelor of Science in business administration offers programs providing a broad foundation in the business environment and the operation of organizations while permitting in-depth preparation in one of five functional areas: finance, management, marketing, economics or international business. Students may also design an individualized sequence with the guidance and approval of the Perdue School's associate dean.

The business administration curriculum consists of a lower-division (*pre-professional*) core, upper-division (*professional*) core, *special requirements* and business administration *concentration/track requirements*. Pre-professional business administration majors acquire a common body of knowledge essential to successful completion of the professional program coursework.

Major in Business Administration

Students majoring in business administration must meet the following requirements:

1. Complete the *pre-professional core* requirements (see page 76).
2. Complete the following *professional core*:

		Credits
BUAD 311	Financial Management	3
BUAD 320	Management and Organization Behavior	3
BUAD 326	Production and Operations Management	3
BUAD 330	Principles of Marketing Management	3
BUAD 420	Business and Society	3
BUAD 492	Strategic Management	3

3. Satisfy the following *special requirements*:

International Requirement
One or more of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 422	Management of the Multinational Business	3
BUAD 423	International Marketing	3
BUAD 447	International Financial Management	3
ECON 441	International Economics	3
ISMN 465	Global Information Technology Management	3

Management Information Systems Requirement

		Credits
ISMN 211	Information Systems Concepts for Management	3

ABLE Requirement
The applied business learning experience (ABLE) is normally completed during the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
BUAD 490	Business Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

Experiential projects provide students with applied business learning experiences and are associated with the following course:

		Credits
ECON 460	Applied Economics Workshop (for ECON track students only)	3

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

4. Fulfill the requirements of one of the following *concentrations/tracks* in business administration with no more than one D grade in the required professional business administration program courses. Additionally, a minimum C grade average must be maintained for all required courses in business administration. Specialization courses should be taken at Salisbury University. With the approval of the appropriate department chair, up to six hours may be transferred from AACSB-member schools.
5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

Finance Concentration

Students in the finance concentration prepare for careers in large and small organizations and in financial institutions such as commercial banks, savings and loan associations, real estate and stock brokerage firms. While larger organizations often have immediate financial-management openings in their financial/planning divisions, small organizations often combine finance and accounting functions. Therefore, students who take the finance concentration may want to take additional courses in accounting. Finance students are strongly encouraged to take ACCT 302: Cost Accounting I; ACCT 304: Intermediate Accounting I; ECON 305: Intermediate Macro-Theory; ECON 306: Intermediate Micro-Theory; BUAD 333: Sales Management I; and BUAD 384: International Business, even though these courses are not a concentration requirement.

The following courses are required for the finance concentration:

		Credits
BUAD 440	Corporate Finance	3
BUAD 441	Investments I	3
BUAD 445	Financial Institutions and Markets	3
or		
ECON 331	Money and Banking	3
BUAD 447	International Financial Management	3

In addition, at least two courses must be chosen from the following list:

		Credits
BUAD 312	Risk Management and Insurance	3
BUAD 386	Business in its Global Setting	3
BUAD 442	Investments II	3
BUAD 443	Essentials of Real Estate	3
BUAD 449	Practicum in Portfolio Management	3

International Concentration

As a growing number of large and small U.S. firms transact a portion of their business through international channels, business administration graduates are becoming increasingly involved with international aspects of business. This concentration allows students to gain the knowledge and skills required for international business careers, while developing their understanding of the mechanisms and institutions of international business.

Since the Perdue School's curriculum allows multiple majors, concentrations and tracks, students may combine such areas as accounting, finance, marketing, management and information systems management with international business, giving themselves an international business education.

The following are required for the international concentration:

		Credits
ECON 441	International Economics	3
BUAD 422	Management of the Multinational Business	3
BUAD 423	International Marketing	3
BUAD 447	International Financial Management	3

At least two courses must be chosen from the following list:

		Credits
BUAD 333	Sales Management I	3
BUAD 386	Business in its Global Setting	3
BUAD 425	Applied Organizational Science	3
BUAD 440	Corporate Finance	3
BUAD 441	Investments I	3
BUAD 445	Financial Institutions and Markets	3
BUAD 430	Marketing Management Strategy	3
BUAD 438	Marketing Research	3
BUAD 450	Human Resource Management	3
ISMN 395	Advanced Management Support Systems	3
ISMN 455	Advanced Microcomputer Applications	3
ISMN 465	Global Information Technology Management	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 430	International Accounting	3
ECON 411	Economic Development	3
ECON 402	Comparative Economic Systems	3

Successful completion, either through courses or qualifying exam, of the same modern language through 310 or 312 or 313.

At least one course must be chosen from the following list:

		Credits
GEOG 202	Cultural Geography	3
GEOG 301	World Regions	3
GEOG 310	Regional Geography of Europe	3

and one from the following list:

		Credits
POSC 210	Introduction to International Relations	3
POSC 411	International Law	3
POSC 310	Comparative European Government	3
POSC 311	Comparative Government of Developing Nations	3

Management Concentration

The management concentration offers a general approach to the management of employees, finances, raw materials and information. Managers must be able to motivate and guide individuals in the appropriate direction for the good of the firm. Management also may involve setting goals, planning and overseeing the entire work effort of the employees.

The following courses are required for the management concentration:

		Credits
BUAD 422	Management of the Multinational Business	3
BUAD 425	Applied Organizational Science	3
BUAD 428	Entrepreneurship	3
or		
BUAD 450	Human Resource Management	3

In addition, at least three courses must be chosen from the following list:

		Credits
ACCT 302	Cost Accounting I	3
BUAD 345	Purchasing and Materials Management	3
BUAD 429	Small Business Consulting	3
BUAD 451	Staffing Organizations	3
BUAD 452	Employee-Management Relations	3
BUAD 460	Managerial Decision Support Systems	3
or		
ISMN 395	Advanced Management Support Systems	3
BUAD 384	International Business	3
or		
BUAD 386	Business in its Global Setting	3

(Students taking both BUAD 428 and 450 may count the second as a management concentration elective.)

Marketing Management Concentration

Marketing employment opportunities are found in virtually all organizations: producer and manufacturing firms, distribution enterprises such as wholesalers and retailers, service suppliers and research agencies. Increasingly, positions are available in government agencies, hospitals, charitable and religious groups, and educational institutions. Marketing personnel are typically classified as sales management or marketing staff who work in advertising, sales promotion, product planning, marketing research, purchasing, transportation and public relations.

The following courses are required for the marketing concentration:

		Credits
BUAD 430	Marketing Management Strategy	3
BUAD 438	Marketing Research	3

In addition, at least four courses must be selected from the following list:

		Credits
BUAD 331	Promotion Management	3
BUAD 332	Buyer Behavior	3
BUAD 333	Sales Management I	3
BUAD 334	Principles of Retailing	3
BUAD 345	Purchasing and Materials Management	3
BUAD 384	International Business	3
BUAD 386	Business in its Global Setting	3
BUAD 401	Business Marketing	3
BUAD 423	International Marketing	3
BUAD 433	Sales Management II	3
BUAD 439	Senior Marketing Seminar	3

Economics Track

A specialization in economics prepares business administration majors to apply the scientific approach to cause and effect relationships affecting the performance of the business enterprise and its impact on society's living standards.

Coursework focuses on understanding and measuring the consequences of public policies and regulations; the behavior of consumers, competitors and other important groups; and the firm's own decisions. The emphasis on analytical skills and empirical methodology provides a strong foundation for students interested in graduate study in business and for those with career interests in economic research or forecasting in either business or government.

The following courses are required for the economics track:

		Credits
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 441	International Economics	3

In addition, at least three courses must be chosen from the following list:

		Credits
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
BUAD 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 402	Comparative Economic Systems	3
ECON 407	Economics of Aging	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental Economics	3
ECON 430	Econometrics	3
ECON 460	Applied Economics Workshop	3

Individualized Track

Business administration majors desiring flexibility can construct tracks that are broad and general, entrepreneurial/small business-oriented, or specialized. Individualized curricula must consist of at least 18 credit hours of 300/400-level courses beyond those required for the major, chosen with the guidance of the faculty advisor and approved by the Perdue School's associate dean. Courses, including at least one of the following, should be selected upon entrance in the professional program:

		Credits
ACCT 302	Cost Accounting I	3
BUAD 438	Marketing Research	3
BUAD 440	Corporate Finance	3
BUAD 460	Managerial Decision Support Systems	3

Minors in Business Administration And Marketing Management

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Science In Business Administration

For a sample sequence of pre-professional requirements for all Perdue School students, see page 76. Because of the timing of courses, prerequisites, etc., curriculum planning for students in any of the business administration programs is essential. Students should see reverse of their concentration/track checksheets for suggested curriculum guides.

Economics

Associate Professor
Benjamin B. Greene Jr., Ph.D.; *macroeconomics, economic development, labor* economics
Assistant Professor
Jill L. Caviglia-Harris, Ph.D.; *environmental and natural resource economics, public finance*
Joel F. Kincaid, Ph.D.; *law and economics, industrial organization, agricultural economics, history and economics*
Ying Wu, Ph.D.; *international economics, monetary economics, economic growth and development*

Economics is the study of the factors determining our material living standards. It involves analysis of human values and behavior, the operations of public and private institutions, the limitations of technology and natural resources, and the legal-political framework within which all are required to operate.

The Department of Economics and Finance's Bachelor of Arts program combines a solid foundation in contemporary economic theory with the opportunity to analyze a wide range of issues important to the material well-being of society. The emphasis on applying carefully reasoned analysis to questions of personal choice and public policy makes this program a valuable preparation for careers in education, law, research or administration, as well as employment in business, government or international agencies.

Major in Economics

Students majoring in economics must meet the following requirements with grades of C or better:

1. Complete the following economics core:

		Credits
BUAD 281	Intermediate Business Statistics	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 160	Calculus	3-4
or		
MATH 201	Calculus	3-4
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3

2. Choose six courses from the following list:

		Credits
BUAD 311	Financial Management	3
BUAD 326	Productions and Operations Management	3
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
BUAD 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 338	Special Topics in Economics	3
ECON 340	Economics of Social Issues	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 401	History of Economic Thought	3
ECON 402	Comparative Economic Systems	3
ECON 407	Economics of Aging	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental and Natural Resource Economics	3
ECON 430	Econometrics	3
ECON 441	International Economics	3
ECON 460	Applied Economics Workshop	3

Students planning graduate work in economics are advised to take ECON 430: Econometrics, and to complete a minor in mathematics. The minor in mathematics consists of at least 18 semester hours of mathematics, of which 15 are not counted for General Education, 12 are numbered 201 or higher, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at SU. The recommended math courses are as follows:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4

Two additional math courses at the 300 level or higher (MATH 413 or 414) are recommended for students entering Ph.D. programs.

Minor in Economics

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Arts In Economics

The following is a sample sequence of courses for students majoring in economics. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MATH 155	Modern Statistics with Computer Applications	3
	Group IB Elective	3
	Group IIB Elective	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Group IB Elective	3
	Group IIIA Elective	3-4
PHEC 106	Personalized Health/Fitness	3
		15-16
SOPHOMORE YEAR		
ECON 211	Micro-Economic Principles	3
MATH 160	Calculus	3-4
or		
MATH 201	Calculus	3-4
	Group IA Elective	3
	Electives	6
		15-16
ECON 212	Macro-Economic Principles	3
BUAD 281	Intermediate Business Statistics	3
	Group IIB Elective	3
	Electives	6
		15
JUNIOR YEAR		
ECON 305	Intermediate Macro-Theory	3
ECON XXX	Elective	3
	Group IIIA Elective	3-4
	Electives	6
		15-16
ECON 306	Intermediate Micro-Theory	3
ECON XXX	Elective	3
	Electives	9
		15
SENIOR YEAR		
ECON XXX	Electives	6
	Electives	9
		15
ECON XXX	Electives	6
	Electives	9
		15

Management Information Systems

Professor
Jeffrey E. Kottemann, Ph.D. (chair, Information and Decision Sciences Department); *management information systems, performance impact assessment*
Associate Professor
Choong C. Lee, Ph.D.; *management/performance measurement of information systems, telecommunications management*
Assistant Professors
Karen E. Papke-Shields, Ph.D.; *operations strategy/management*
Fatollah Salimian, M.A.; *decision sciences*
Instructor
Kathleen E. Wright, B.A.; *development technology, impact of technology on markets*
Lecturer
William P. Burke Jr., M.Ed.; *information systems strategy, system usability analysis*

The Department of Information and Decision Sciences offers a Bachelor of Science in management information systems addressing information analysis, business systems design and information systems management. The program emphasizes business and organizational studies as well as information systems technology. Coursework includes business fundamentals such as accounting, finance, marketing, management and production; information systems design; and development methods, database structures, database management systems, computer programming and data communications. Students study in depth business systems analysis and design and other technical and business areas related to developing, maintaining and using information in a variety of organizational settings. They learn how to apply computers, software and systems techniques to solve information systems problems within organizations.

Students gain a thorough understanding of the life cycle development process of management information systems. They learn skills for analysis, design and implementation of information systems that will provide managers with the information they need for operational and strategic planning and control. Students also become familiar with modern computer technology and how appropriate hardware and software are integrated in analyzing business problems. The program balances information systems theory and application and prepares students for careers in private-sector and public-sector positions such as computer systems analysts, information resource managers and MIS analysts.

The management information systems curriculum consists of a lower-division (*pre-professional*) core, upper-division (*professional*) core, *special requirements* and management information systems *major requirements*. Pre-professional management information systems majors acquire a common body of knowledge essential to the successful completion of the professional program coursework.

Major in Management Information Systems

Students majoring in management information systems must meet the following requirements:

1. Complete the *pre-professional core* requirements (see page 76), plus the following course with a grade of C or better:

		Credits
ISMN 211	Information Systems for Management	3

2. Complete the following *professional core*:

		Credits
BUAD 311	Financial Management I	3
BUAD 320	Management and Organizational Behavior	3
BUAD 326	Production and Operations Management	3
BUAD 330	Principles of Marketing Management	3
BUAD 420	Business and Society	3
BUAD 492	Strategic Management	3

3. Satisfy the following *special requirements*:

International Requirement
One of the following courses:

		Credits
ACCT 430	International Accounting	3
or		
ACCT 435	Accounting in its Global Setting	3
or		
BUAD 384	International Business	3
BUAD 386	Business in its Global Setting	3
BUAD 422	Management of the Multinational Business	3
BUAD 423	International Marketing	3
BUAD 447	International Financial Management	3
ECON 441	International Economics	3
ISMN 465	Global Information Technology Management	3

ABLE Requirement
The applied business learning experience (ABLE) is normally completed during the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
ISMN 490	Management Information Systems Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

Experiential projects provide applied business learning experiences and are associated with the following course:

		Credits
ISMN 476	Information Systems Development and Implementation	3
or		
ISMN 490	Management Information Systems Internship	3

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

4. Fulfill the following *major requirements* with grades of C or better (with approval of the chair of the Department of Information and Decision Sciences, up to six credit hours of comparable courses may be transferred from AACSB-member schools):

		Credits
ISMN 301	Business Application Development	3
ISMN 385	Telecommunication Systems Management	3
ISMN 386	Database Management Systems	3
ISMN 475	IS Analysis and Design	3
ISMN 476	IS Development and Implementation	3
or		
ISMN 490	Management Information Systems Internship	3

plus three of the following electives:

		Credits
BUAD 386	Business in its Global Setting	3
COSC 320	Advanced Data Structures and Algorithm Analysis	3
ISMN 338	Special Topics	3
ISMN 395	Advanced Management Support Systems	3
ISMN 455	Advanced Microcomputer Applications In Business	3
ISMN 465	Global Information Technology Management	3
ISMN 480	Seminar in MIS	3
ISMN 485	Telecommunication Management II	3
ISMN 490	Management Information Systems Internship	3
ISMN 494	Directed Study in Management Information Systems	1-3

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

Curriculum Guide: Bachelor of Science In Management Information Systems

The following is a sample sequence of upper-level courses for students accepted into the professional management information systems program. Because of the timing of courses, prerequisites, etc., curriculum planning is essential. Any student interested in MIS should see the director of academic services to be assigned an advisor.

JUNIOR YEAR		Credits
BUAD 320	Management and Organizational Behavior	3
BUAD 330	Principles of Marketing Management	3
ISMN 301	Business Applications Development	3
ISMN 385	Telecommunication Systems Management	3
	Elective	3
		15
BUAD 311	Financial Management I	3
BUAD 326	Production and Operations Management	3
BUAD 420	Business and Society	3
ISMN 386	Database Management Systems	3
	Elective	3
		15
SENIOR YEAR		
ISMN 475	Information Systems Analysis and Design	3
ISMN XXX	Electives	6
	International Requirement or Elective	3
	Elective	3
		15
BUAD 492	Strategic Management	3
ISMN 476	Information Systems Development and Implementation	3
ISMN XXX	Elective	3
	International Requirement or Elective	3
		12

Graduate Degree Programs

Graduate Program Director: Janine Vienna
Phone: 410-548-3983

Graduate Faculty

Pamela L. Alreck, D.B.A.; *marketing, advertising, promotion*
Richard F. Bebee, Ph.D., CPA-OH; *accounting, income tax*
Richard C. Cuba, D.B.A.; *management/organizational development, creativity/decision-making, group/team building, total quality management*
Wayne H. Decker, Ph.D.; *management, organizational behavior*
Jerome J. DeRidder, Ph.D.; *financial accounting*
Gerard R. DiBartolo, D.B.A.; *international/strategic marketing, marketing research*
Memo Diriker, D.B.A.; *marketing management and strategy, international marketing*
Robert Dombrowski, D.B.A.; *accounting, auditing*
Robert Michael Garner, Ph.D.; *advanced accounting, governmental accounting*
Benjamin B. Greene Jr., Ph.D.; *macroeconomics, economic development*
Richard C. Hoffman, Ph.D.; *international and strategic management*
Kashi Khazeh, Ph.D.; *international financial management, financial institutions and markets*
Jeffrey E. Kottemann, Ph.D.; *management information systems, performance impact assessment*
Choong C. Lee, Ph.D.; *management/performance measurement of information systems, telecommunications management*
Herman Manakyan, Ph.D.; *finance, investments*
P. Douglas Marshall, Ph.D.; *financial and managerial accounting*
George C. Rubenson, Ph.D.; *human resources, management, strategic management*
Robert B. Settle, Ph.D.; *marketing research, consumer behavior*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Kenneth J. Smith, D.B.A.; *accounting, managerial cost control*

Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund and has grown into the region's largest center for business education and development at the University level. It is the only business school in the region accredited by the AACSB-International Association of Management Education. The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The M.B.A. curriculum prepares aspiring and practicing managers with the skills to succeed as business executives and leaders in this new millennium. Courses are designed to encourage students to think clearly, show sound judgment, communicate orally and in writing, develop interpersonal skills and make rational decisions under conditions of uncertainty.

The M.B.A. curriculum is highly coordinated and exceptionally well balanced. It demands proficiency at the graduate level with the concepts and applications of accounting, economics, finance, management, marketing and information systems as well as the ability to apply these concepts in the solution of problems, specifically the definition and identification of viable alternatives and the selection of an appropriate solution.

Admission

Admission to the Master of Business Administratin (M.B.A.) at SU requires an application for graduate program admission; the application fee; official transcripts from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Business Department:

A. Two letters of recommendation from individuals qualified to judge the applicants ability to do graduate work in business;
B. Resume;
C. Letter of intent (statement of reason for pursuing a master's degree and how the student feels he/she will contribute to the graduate program; and
D. Graduate Management Admissions Test (GMAT) score.

The minimum standard for admission is the attainment of a total score of at least 950 points based on the following formula: 200 X [overall GPA (on a 4.0 scale)] + GMAT score; or at least 1,000 points based on the following formula: 200 X (upper-division GPA) + GMAT score. Applicants with a minimum 3.0 overall GPA or at least a 3.25 upper-division GPA may enroll prior to taking the GMAT, provided space is available. No student may register for a second term unless the GMAT score has been received by the Office of Admissions.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses listed below or their equivalents but who meet one of the required totals shown in section B, number 4 above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with the director of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with the approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level) and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. core courses and 500-level courses (combined) with no grade less than C.

Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. *Quantitative skills*: A knowledge of algebra and basic calculus.
2. *Verbal skills*: The ability to collect relevant information, organize thoughts and communicate them clearly.
3. *Computer skills*: Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.
4. *Information systems literacy*: A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience and the analytical writing assessment score from the GMAT exam.

Preparatory Core

In order to begin work on the master's degree requirements, the following preparatory core courses must be completed no later than the semester in which the first 600-level course is taken:

		Credits
ACCT 201	Principles of Accounting I	3
ECON 211	Microeconomics	3
or		
ECON 150	Principles of Economics	3
MATH 155	Modern Statistics with Computer Analysis	3
BUAD 281	Intermediate Business Statistics	3
or		
MATH 201	Calcuius I	3
BUAD 311	Financial Management	3
BUAD 320	Management and Organizational Behavior	3
BUAD 326	Production and Operations Management	3
BUAD 330	Principles of Marketing Management	3

Any of the eight core courses can be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete either the general M.B.A. (30 hours - with a minimum of 21 hours completed at SU) or the accounting track (33 hours - with a minimum of 24 hours completed at SU) with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A., including transfer credits, must be completed within seven years of the end of the semester in which M.B.A. coursework began.

The Perdue School offers two M.B.A. degree options: the general M.B.A. and the M.B.A. with an accounting track.

General M.B.A.

The general M.B.A. requires the following:

1. Students must complete the following 27 credit hours:

		Credits
ACCT 640	Managerial Accounting	3
BUAD 620	Organizational Theory	3
or		
BUAD 625	Organizational Behavior Seminar	3
BUAD 635	External Environment of the Organization	3
BUAD 650	Corporate Financial Management	3
BUAD 660	Marketing Strategy	3
BUAD 670	Management Science Models	3
BUAD 680	Corporate Strategic Planning and Policy	3
BUAD 685	International Business Seminar	3
or		
BUAD 686	Global Business	3
ECON 630	Economic Environment of the Organization	3
or		
ECON 631	Managerial Economics	3

2. Plus three elective hours of 600-level M.B.A. courses.

M.B.A. - Accounting Track

The M.B.A. with an accounting track requires the following:

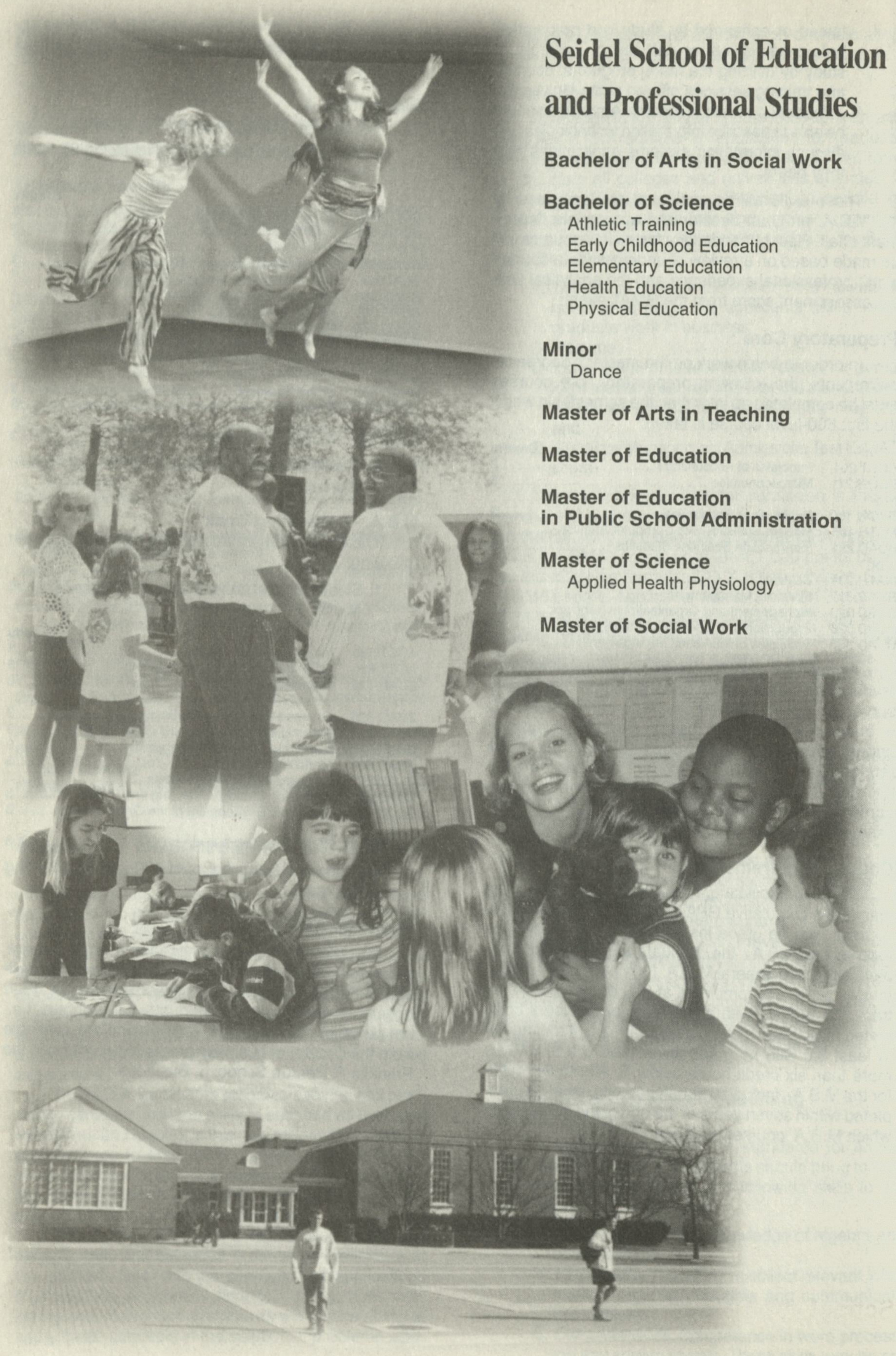
1. Students must complete the following 27 credit hours:

		Credits
ACCT 630	International Accounting	3
ACCT 650	Advanced Managerial Accounting	3
BUAD 620	Organizational Theory	3
or		
BUAD 625	Organizational Behavior Seminar	3
BUAD 635	External Environment of the Organization	3
BUAD 650	Corporate Financial Management	3
BUAD 660	Marketing Strategy	3
BUAD 670	Management Science Models	3
BUAD 680	Corporate Strategic Planning and Policy	3
ECON 630	Economic Environment of the Organization	3
or		
ECON 631	Managerial Economics	3

2. Plus six elective hours of 600-level accounting courses.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. Generally, these are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the director of business graduate programs in the Franklin P. Perdue School of Business.



Seidel School of Education and Professional Studies

Bachelor of Arts in Social Work

Bachelor of Science
- Athletic Training
- Early Childhood Education
- Elementary Education
- Health Education
- Physical Education

Minor
- Dance

Master of Arts in Teaching

Master of Education

Master of Education in Public School Administration

Master of Science
- Applied Health Physiology

Master of Social Work

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

www.salisbury.edu/schools/seidel.html

Dr. Geraldine Rossi Interim Dean

Dr. Patricia O. Richards, Associate Dean
Harold Shriver, Director of Field Experiences
Diana Wagner, Advising Coordinator

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Dean's Office
Caruthers Hall 124A, 410-543-6335

Advising Coordinator
Caruthers Hall 125C, 410-543-6290

Education
Caruthers Hall 148, 410-543-6280

Physical Education
Maggs PAC 229, 410-548-4183

Social Work
Caruthers Hall 126, 410-543-6305

Technology Resource Center
Caruthers Hall 126D, 410-548-4500

School Information

Programs in the Seidel School of Education and Professional Studies date from the University's beginnings as a school for the professional preparation of teachers. The missions of the school's departments and centers are derived from the University Mission, which commits the institution to providing students with a foundational integrated curriculum in the humanities, social and natural sciences, and mathematics; and to preparing them to work confidently and effectively in their chosen careers. The primary objectives of the school, therefore, are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, athletic trainers, social workers and school administrators who will become cooperative, innovative leaders dedicated to community service and excellence.

The Seidel School of Education and Professional Studies was endowed by Samuel and Marilyn Seidel in March 1997. A longtime Salisbury businessman and civic leader, Sam Seidel started his career as a teacher and went on to establish the largest privately owned insurance operation in Maryland. Lyn Seidel, class of '54, worked locally in nursing. The Seidels' three children are also graduates of Salisbury University. In addition to the school endowment, the Seidels have provided seven scholarships for SU students, five of which are earmarked for education majors.

All the school's programs interface with the community in special and unique ways and rely on community institutions, agencies and settings for the field components. Whether in teacher education, health fitness, social work or other veins, the integration of theory and practice takes place in field sites generously provided by the University's surrounding community.

The teacher education, physical education and social work programs are cooperative with the University of Maryland Eastern Shore. The institutions' dual degree program in sociology/social work has been in operation for over five years, and a cooperative Master of Arts in Teaching was implemented in summer 1996.

Scholarships and awards available in the school include the following:

Christopher Scholars in Education
Johnson Scholarship in Education
Seidel Scholars Program in Education
Army ROTC Scholarships
Carey-Simmons Education Scholarship
Simonds and May Scholarship
Worcester County Teachers' Association Grant
Outstanding Senior Student Athletic Trainer Award
Physical Education Excellence Award
Social Work Student of the Year Award
E. Pauline Riall Achievement Award
Anne H. Matthews Soroptomist Award
Caruthers Memorial Fund Scholarship
Wicomico Woman's Club Inc. Scholarship
Worcester County Teachers Association Scholarship
Salisbury University Scholar Athlete Award

Accreditation

The Bachelor of Arts in Social Work is accredited by the Council on Social Work Education and the athletic training program has National Athletic Trainers' Association accreditation. All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education.

Title II Accountability

Under Federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Honorary and Professional Organizations

Student National Education Association
Kappa Delta Pi (honor society in education)
Social Work Club
Social Work Honor Society
Physical Education Majors' Society
Dance Company
Phi Epsilon Kappa (honor society in physical education)
Exercise Science Club
Athletic Training Club

Undergraduate Degree Programs

Athletic Training

Assistant Professor
James Scifers, M.P.T.; *athletic training*
Instructor
Jill Manners, M.S.; *athletic training*

The Bachelor of Science in athletic training deals with the professional preparation of athletic trainers as allied health professionals. A degree in athletic training provides students with the competencies and proficiencies necessary to provide comprehensive athletic training services, including patient education and prevention, evaluation, rehabilitation and treatment of injuries incurred by the physically active individual. The athletic training major is accredited by the Commission on Accreditation of Allied Health Professions (CAAHEP). Upon program completion, students are eligible for the National Athletic Trainers' Association Board of Certification Examination (NATA-BOC). Athletic training is housed in the Phyiscal Education Department.

The athletic training major, in preparation for the NATA-BOC, requires the following:

1. Complete the following General Education courses:

		Credits
PHYS XXX	Laboratory Course (excluding Astronomy)	4
or		
CHEM XXX	Laboratory Course	4
PSYC 101	General Psychology	3
DANC 202	Dance History (dance minors only)	3
MATH 101	Finite Mathematics	3
or		
MATH 140	College Algebra and Trigonometry	4
or		
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following 29 credit hours in physical education core courses with grades of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
HLTH 102	First Aid and Safety	1
PHEC 108	Introduction to Wellness and Fitness	3
PHEC 350	Measurement and Evaluation in Physical Education	3
PHEC 352	Motor Learning	3
PHEC 432	Exercise Physiology	4
PHEC 433	Kinesiology	4
PHEC 451	Psychosocial Aspects of Physical Education	3

3. Apply for formal admission to the athletic training major prior to participation in the clinical education experience (see coordinator and the *SU Athletic Training Student Handbook* for details).
4. Complete the following courses with grades of B or better (not required for PHYS 121):

		Credits
BIOL 217	Nutrition	3
HLTH 101	Basic Health	3
PHEC 185	Introduction to Athletic Training	1
PHEC 313	Prevention and Treatment of Athletic Injuries	3
PHEC 320	Athletic Training Procedures	2
PHEC 375	Therapeutic Exercise in Athletic Training	4
PHEC 380	Therapeutic Modalities	4
PHEC 381	Assessment of the Upper Body	3
PHEC 382	Assessment of the Lower Body	3
PHEC 407	Administration and Organization for Athletic Training	3
PHEC 413	Advanced Training and Sports Medicine	3
PHEC 414	General Medical Conditioning in Athletic Training	3
PHEC 415	Clinical Rotation in Athletic Training	3
PHEC 479	Practicum	12
PHEC 480	Seminar	1
PHYS 121	General Physics I	4

5. Maintain current CPR and standard first aid certification from the American Red Cross.
6. Maintain a cumulative GPA of 2.5 to participate in and complete the clinical education requirement.
7. Achieve a cumulative GPA of 2.5 and a GPA of 2.75 or higher in physical education courses, including transfer courses, prior to admission into the practicum and seminar portions of the program.

Health Education

Professor
Grady Armstrong, Ed.D.; *teacher education*
K. Nelson Butler, Ed.D.; *teacher education*
Associate Professor
Carol A. Wood, Ph.D.; *teacher education*
Assistant Professor
Thomas P. Stitcher, Ed.D.; *teacher education*

The Bachelor of Science in health education deals with the complexities of human behavior with the expressed purpose of promoting healthy lifestyles. A degree in health education provides students with the competencies necessary to become effective health educators. On completion of the B.S. in health education, students are eligible for careers in health-related fields and K-12 school health education. Health education is housed in the Phyiscal Education Department.

The health education major includes a General Education experience, a theoretical core of foundation courses, a career oriented track and a professional semester consisting of student-teaching and a student-teaching seminar.

Health Education requirements prior to student-teaching are as follows:

1. Complete the general education courses:

		Credits
SOCI 220	The Family	3
PHYS XXX	Laboratory Course (excluding astronomy)	4
or		
CHEM XXX	Laboratory Course	4
MATH 101	Finite Mathematics	3
or		
MATH 140	College Algebra and Trigonometry	4
or		
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following 39 credit hours in health education core classes with grades of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
HLTH 102	Basic Health	3
HLTH 101	First Aid and Safety	1
HLTH 225	Health Behavior	3
HLTH 350	Assessment and Evaluation of Health Programs	3
HLTH 410	Stress Management	3
HLTH 435	Organization and Administration of Health and Fitness Programs	3
PHEC 108*	Introduction to Wellness and Fitness	3
PHEC 317	Nutrition, Health and Human Performance	3
PSYC 325	Psychology of Sexuality	3
NURS 408	Complementary and Alternative Applied Health Programs	3
NURS 485	School Health	3

* Health education majors are exempt from PHEC 106: Personalized Health Fitness by earning a grade of C in PHEC 108. The health education program director is available for advising and counseling on required certifications.

Professional Education Courses

Students seeking certification to teach health education must meet the following requirements:

1. Complete a minimum of 56 credits with an overall GPA of 2.50 or better, including transfer credits, in the following courses with a grade of C or better:

		Credits
CMAT 250*	Instructional Communication	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
SCED 367	Inclusive Instruction	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
PSYC 101	General Psychology	3

*Transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication.

2. Satisfactorily complete the PRAXIS I tests as defined by the Maryland State Department of Education.
3. Complete an application for formal admission to the professional program prior to entrance into professional program courses.
4. Have a minimum GPA of 2.75 in the academic major courses.
5. Submit at least three positive recommendations from health education and physical education faculty who have instructed the student prior to application for admission.
6. Obtain written approval on the application from the major advisor.

Admission to Directed Teaching

Prior to directed teaching, health education students must do the following:

1. Complete the written application for directed teaching.
2. Complete a minimum of 90 credits including methods in at least 24 credit hours of the academic major.
3. Have an overall GPA of 2.50 including transfer credit.
4. Have a minimum GPA of 2.75 in the academic major courses.
5. Have a minimum GPA of 2.75 in the professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in health and physical education and the faculty advisor.
7. Obtain verification of the completion of the requirements from the director of field experiences.
8. To be eligible for admission to directed teaching, all students enrolled in the health education program must complete the following courses with a minimum GPA of 2.75 and with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
EDUC 361	School Health Methods	3
SCED 339	Secondary/K12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 422	Teaching Reading in the Content Area I	3
SCED 424	Teaching Reading in the Content Area II	3

9. All health education majors are required to pass the following:

		Credits
EDUC 462	Directed Teaching in Health	12
EDUC 463	Seminar in Health Education	3

Education courses may be repeated only once.

Education

Chair
Dorsey Hammond, Ph.D., *reading*
Director of Field Experiences
F. Harold Schriver, M.Ed.; *supervision, curriculum development*
Professors
Keith J. Conners, Ph.D.; *foundations, higher education*
Geraldine N. Rossi, Ed.D.; *mathematics education*
John Wolinski, Ph.D.; *reading/language arts*
Associate Professors
John R. Bing, Ph.D.; *educational psychology/research*
Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*
Roland G. Frank, Ed.D.; *social science education*
Joel T. Jenne, Ph.D.; *social studies/curriculum*
Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*
Patricia O. Richards, Ed.D.; *reading/language arts*
Assistant Professors
Eva K. Anderson, Ph.D.; *special education, education psychology*
Laurie Andes, Ed.D; *reading, elementary education, school administration*
Douglas Ball, Ph.D.; *special education, reading*
Ernest Bond, Ph.D.; *reading education*
Joan Buffone, Ph.D.; *school administration*
Nomsa E. Geleta, Ed.D.; *education foundations*
Teena Gorrow, Ed.D.,; *foundations, school administration*
Nancy L. Michelson, Ph.D.; *reading, writing, English*
Kenneth R. Milner, Ed.D.; *school administration*
Edward C. Roebeck, Ph.D.; *science education*
Starlin D. Weaver, Ph.D.; *science education*
Instructor
Regina Royer, M.S.; *instructional technology*
Melissa Mohammed

The Department of Education offers programs leading to the Bachelor of Science in early childhood education (pending state approval) and elementary education. Students may also earn secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, English, French, history, mathematics and Spanish. The Music and Physical Education departments also offer K-12 certification in their respective disciplines (music, physical education, health education). In collaboration with the University of Maryland Eastern Shore, students may earn certification in art.

Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

The education faculty is committed to preparing classroom teachers and other educational personnel. The department's programs are designed with the following goals:

1. Provide for the individualization of instruction of prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher in training.
3. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
4. Assist prospective teachers in developing as reflective persons who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.
5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare teachers who are responsible agents of educational change.

Major in Early Childhood Education

Pending state program approval, candidates who successfully complete the early childhood education major are eligible to apply for Maryland State Department of Education certification in grades N-3.

Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, early childhood education majors must do the following:

1. Submit passing scores as set by the Maryland State Department of Education for the PRAXIS I exams in reading, writing and mathematics. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses.
2. Complete an application for formal admission to the professional program. The application must be submitted by preregistration in the semester preceding enrollment in professional education courses. The application requires student confirmation of basic computer literacy and experience working with children.
3. Complete a minimum of 56 hours in the early childhood education program with an overall GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses. Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
4. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM/ PHYS 101	Physical Science	4
CMAT 250	Instructional Communication	3
ECED 215	Foundations of Early Childhood Education	3
EDUC 304	Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
GEOG 104	Earth and Space Science	4
IDIS 285	Introduction to Creative Arts	3
MATH 130	Fundamental Concepts I	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 230	Fundamental Concepts II	3
PSYC 101	General Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3

Complete two of following required Group II courses with C or better:

GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
XXXX XXX	elective (ANTH, ECON, HIST, POSC, SOCI)	3

5. Receive approval for a thematic cluster.

Admission to Internship

Prior to the internship, early childhood majors must do the following:

1. Complete the application for the internship by the Department of Education's due date.
2. Complete at least 90 credits toward the degree with a GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses.
3. Complete the following professional education classes with an overall GPA of 2.75 and grade of C or better:

		Credits
ECED 323	Preprimary Curriculum	3
ECED 324	Primary Curriculum I	3
ECED 325	Primary Curriculum II	3
EDUC 318	Computers in Education	3
ELED 310	Language Arts Instruction	3
ELED 316	Reading Instruction	3

Additional Requirements

1. All early childhood education majors must successfully complete an approved thematic cluster of courses.
2. In addition to the courses previously listed, the following professional education courses must be completed with grades of C or better and a GPA of 2.75 in all professional education courses:

		Credits
ECED 320	Infants and Toddlers	3
ECED 326	Partnership in Early Childhood Education	3
ECED 327	Inclusive Education for Young Children	3
ECED 450	Early Childhood Seminar	3
ELED 408	Children's Literature	3
ELED 427	Classroom Assessment and Intervention with Reading	3

3. Majors must pass ECED 445: Preprimary Internship and ECED 446: Primary Grades Internship.
4. All courses applied to degree must be completed with a GPA of 2.75 and grade of C or better.
5. Due to requirements of accrediting agencies, some changes may occur in the major. Students must see their advisors for information regarding these changes.

Education courses may be repeated only once.

Major in Elementary Education

Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, elementary education majors must do the following:

1. Complete the PRAXIS I exams in reading, mathematics and writing with passing scores as defined by the Maryland State Department of Education. PRAXIS exams are administered by the Educational Testing Service. Scores must be submitted by preregistration in the semester prior to enrollment in professional education courses.
2. Complete an application for formal admission to the professional program. The application must be submitted by pre-registration in the semester prior to enrollment in professional education courses. The application requires student confirmation of basic computer skills and experience working with children.
3. Complete a minimum of 56 hours in the elementary education program with an overall grade point average of 2.75.
4. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM/ PHYS 101	Physical Science	4
or		
SCIE 110	Integrated Science I	4
CMAT 250	Instructional Communication	3
EDUC 210	School in a Diverse Society	3
EDUC 304	Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
GEOG 104	Earth and Space Science	4
IDIS 285	Introduction to Creative Arts	3
MATH 130	Fundamental Concepts I	3
MATH 230	Fundamental Concepts II	3
MATH 155	Modern Statistics with Computer Analysis	3
PSYC 101	General Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3

Within the 56 hours the student must complete with grades of C or better two of the following social science courses:

GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
	Social Science Electives	3

Any course older than seven years is subject to review for acceptance toward fulfilling degree requirements.

5. Declare a minor with the approval of education advisor.

Admission to Directed Teaching

Prior to directed teaching, elementary education majors must do the following:

1. Complete the Application for Directed Teaching by the Department of Education's due date.
2. Complete at least 90 credits toward the degree with grades of C or better.
3. Complete the following professional education classes with an overall GPA of 2.75 and grades of C or better:

		Credits
EDUC 318	Computers in Education	3
ELED 310	Language Arts Instruction	3
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3
ELED 408	Children's Literature	3

Additional Requirements

1. All elementary education majors must successfully complete an approved minor.
2. In addition to the courses previously listed, the following courses must be completed with grades of C or better:

		Credits
EDUC 415	Instructional Techniques for Inclusion	3
EDUC 416	Classroom Management	3
ELED 411	Instructional Analysis in the Elementary and Middle School	3
ELED 427	Classroom Assessment and Intervention in Reading	3

3. Majors must pass ELED 401/402: Directed Teaching I/II.
4. All courses applied to the degree must be completed with grades of C or better.
5. Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

Education courses may be repeated only once.

Curriculum Guide: Bachelor of Science in Elementary Education

The following is a recommended sequence of courses for students majoring in elementary education. Students must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations I	3
MATH 130	Fundamental Concepts I	3
PSYC 101	General Psychology	3
GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations II	3
MATH 155	Modern Statistics with Computer Analysis	3
BIOL 101	Fundamentals of Biology	4
EDUC 210	School in a Diverse Society	3
		16

SOPHOMORE YEAR		**Credits**
CHEM/ PHYS 101	Physical Science	4
PSYC 320	Psychology of Infancy and Childhood	3
CMAT 250	Instructional Communication	3
MATH 230	Fundamental Concepts II	3
ENGL XXX	Literature Elective	3
		16
GEOG 104	Earth and Space Science	4
XXXX XX	Social Science Elective	3
IDIS 285	Creative Arts	3
EDUC 304	Learning and Assessment	3
PHEC 106	Personalized Health/Fitness	3
		16

JUNIOR YEAR		**Credits**
ELED 310	Language Arts Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3
EDUC 318	Computers in Education	3
XXXX XXX	Minor Electives	6
		18
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 427	Classroom Assessment	3

XXXX XXX	Minor Elective	3
		15

SENIOR YEAR		Credits
ELED 408	Children's Literature	3
EDUC 415	Instructional Techniques for Inclusion	3
EDUC 416	Classroom Management	3
XXXX XXX	Minor Electives	6
		15
ELED 401	Directed Teaching I	6
ELED 402	Directed Teaching II	6
ELED 411	Instructional Analysis in the Elementary and Middle School	3
		15

Teacher Certification

Secondary teaching certification is available in the following liberal arts and science disciplines: biology, chemistry, English, French, Spanish, history, mathematics. K-12 certification is available in music, health education and physical education. Students complete an academic degree in the liberal arts and science disciplines as well as a teacher education track. Students receive academic advising from the academic discipline and from the education department. Students are encouraged to work with both advisors.

Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, secondary education students must do the following:

1. Satisfactorily complete the PRAXIS I tests as defined by the Maryland State Department of Education.
2. Complete an application for formal admission to the professional program prior to entrance into professional program courses.
3. Complete a minimum of 56 credit hours with an overall grade point average of 2.50 or better, including transfer credit. The 56 credits must include the following courses with grades of C or better:

		Credits
CMAT 250*	Instructional Communication	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3

*transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication

4. Have a minimum grade point average of at least 2.75 in the academic major courses (secondary or K-12 programs) as defined by each academic department.
5. Submit at least three positive recommendations from liberal arts faculty who have instructed the student prior to application for admission.
6. Obtain written approval on the application from both the major advisor/s and the Education Department advisor.

Admission to Directed Teaching

Prior to directed teaching, secondary education students must do the following:

1. Complete the written application for directed teaching.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses (secondary or K-12 programs) as defined by each academic department.
5. Have a minimum average of 2.75 in the professional education course with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

Additional Requirements

1. To be eligible for directed teaching, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors and music K-12 majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration. Physical education K-12 majors will satisfy the course work by completing Teaching Reading in the Content Areas Part I (SCED 422) and Teaching Reading in the Content Areas Part II (SCED 424).
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12

Students may repeat education courses only once.

Physical Education

Chair
Associate Professor Carol A. Wood, Ph.D.; *teacher education*
Professor
K. Nelson Butler, Ed.D.; *teacher education*
Associate Professors
Victoria V. Hutchinson, Ed.D.; *dance*
Susan M. Muller, Ph.D.; *exercise science*
A. Dean Burroughs, M.A.; *teacher/outdoor education*
Assistant Professors
Grady Armstrong, Ed.D.; *teacher education*
Todd Astorino, Ph.D.; *teacher education*
James Scifers, M.S., *athletic training*
Thomas P. Stitcher, Ed.D.; *teacher education*
Instructor
Jill Manners, M.S.; *athletic training*

The Department of Physical Education offers programs leading to the Bachelor of Science, preparing students to work confidently and effectively in physical education, health education, exercise science, athletic training, outdoor education and related fields. All University students are invited to pursue the department's dance minor.

The department attempts to attract top-quality students into an environment conducive to learning socially, physically and mentally. The department is also dedicated to producing an accessible, well-rounded and fundamentally sound dance program.

Major in Physical Education

The Bachelor of Science in physical education includes a General Education experience, a theoretical core of foundation courses, a choice among several career-oriented tracks and a professional semester consisting of either student teaching or a practicum coupled with a seminar.

Physical education requirements prior to student teaching or taking the practicum are as follows:

1. Complete the following General Education courses:

		Credits
PHYS XXX	Laboratory Course (excluding Astronomy)	4
or		
CHEM XXX	Laboratory Course	4
PSYC 101	General Psychology	3
DANC 202	Dance History (dance minors only)	3
MATH 101	Finite Mathematics	3
or		
MATH 140	College Algebra and Trigonometry	4
or		
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following 30 credit hours in physical education core courses with grades of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
HLTH 102	First Aid and Safety	1
PHEC 108	Introduction to Wellness and Fitness	3
PHEC 350	Measurement and Evaluation in Physical Education	3
PHEC 352	Motor Learning	3
PHEC 432	Exercise Physiology	4
PHEC 433	Kinesiology	4
PHEC 451	Psychosocial Aspects of Physical Education	3

Physical education majors are exempt from PHEC 106: Personalized Health/Fitness by earning a minimum grade of C in PHEC 108. Each of the physical education program tracks described below requires respective certifications. A program director for each track is available for advising and counseling on required certifications.

Exercise Science Track

To receive exercise science certification students must meet the following requirements prior to the practicum experience (enrollment in seminar may be concurrent).

1. Complete the following core courses with grades of C or better:

		Credits
COSC 116	Introduction to Computer Systems	4
HLTH 101	Basic Health	3
HLTH 410	Stress and Stress Management	3
HLTH 435	Administration of Health and Fitness Programs	3
PHEC 237	Exercise Leadership	3
PHEC 317	Nutrition, Health and Human Performance	3
PHEC 462	Exercise Physiology, Aging and Special Populations	3
PHEC 479	Practicum	12
PHEC 480	Seminar	1
PHEC 481	Stress Testing and Exercise Prescription	3

2. Show current CPR certification upon being admitted to the practicum experience.
3. Complete all courses prior to the practicum experience.

Outdoor Education Track

Students must meet the following requirements:

1. Complete the following courses with grades of C or better:

		Credits
ENGL 347	Wilderness in Literature	3
or		
ENGL 348	Nature in Literature	3
HIST 386	American Wilderness Experience	3
PHEC 205	Water Safety Instructor	2
PHEC 210	SCUBA Diving	3
PHEC 235	Foundations in Physical Education	3
PHEC 369	Camping/Backpacking	3
PHEC 370	Camp Leadership	3
PHEC 372	Adventure-based Leadership Education	3
PHEC 406	Administration and Organization	3
PHEC 479	Practicum	12
PHEC 480	Seminar	1

2. Obtain current CPR and standard first-aid certification.
3. Complete all courses before the practicum semester.

Teacher Certification

Students seeking certification to teach physical education must meet the following requirements:

1. Apply for admission into the physical education teaching track (see coordinator for details).
2. Complete a minimum of 56 credits with an overall GPA of 2.5 or better, including transfer grades, with grades of C or better.
3. Complete the following:

		Credits
CMAT 250	Instructional Communication	3
DANC 260	Introduction to Dance/Movement	1
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
PSYC 101	General Psychology	3

3. Apply for formal admission to the professional program.
4. Have a cumulative GPA of at least 2.5, including transfer grades.
5. Show satisfactory results on the PRAXIS I as defined by the Maryland State Department of Education.
6. Submit at least three positive recommendations from faculty in departments other than physical education who have instructed the student prior to application for admission.
7. Obtain written approval of the application from the advisor(s) and the Department of Education chair.
8. Take a tuberculosis test.

Admission to directed teaching requires the following:

1. Complete the following 29 credit hours:

		Credits
EDUC 343	Elementary School Physical Education	3
EDUC 371	Secondary School Physical Education	3
ELED 309	Classroom Visitation	0
PHEC 229	Techniques and Strategies of Advanced Gymnastics	1
PHEC 235	Foundations in Physical Education	3
PHEC 260	Team Sports Activities	3
PHEC 261	Individual and Dual-Sport Activities	3
PHEC 275	Instructional Strategies for Physical Education	3
PHEC 340	Adapted Physical Education	3
PHEC 406	Administration and Organization	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 422	Teaching Reading in the Content Area: Part I	3

SCED 424	Teaching Reaching in the Content Area: Part II	3

2. Complete a minimum of 90 credits, including methods.
3. Have a minimum GPA of 2.75 in required major courses with no grades below C, including transfer courses.
4. Have a cumulative GPA of at least 2.50.
5. Complete methods courses with a minimum GPA of 2.75, with no grade below C, including transfer courses.
6. Submit two positive recommendations from faculty in physical education and the major advisor.
7. Obtain verification from the director of field experiences of completion of these requirements.

The directed teaching semester consists of the following courses:

		Credits
EDUC 403	Directed Teaching in Physical Education	6
EDUC 404	Directed Teaching in Physical Education	6
EDUC 478	Student Teaching of Physical Education Seminar	3

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours coursework in reading. Teaching Reading in the Content Areas Part I (SCED 422) and Teaching Reading in the Content Areas Part II (SCED 424) have been approved by the Maryland State Department of Education as courses to satisfy this mandate.

Minor in Dance

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Science In Physical Education

The following is a sample sequence of courses of students majoring in physical education through the teacher education track. The curriculum guides for athletic training and health fitness will differ slightly. Course sequencing, grade point average requirements and program admission requirements for the department's various programs are listed on the track checklists, available from the Department of Physical Education.

All physical education majors must satisfy the competencies of the Group IV General Education requirements within their specialized curriculum. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MATH XXX	Choose from MATH 101, 140, 155	3
PHEC 108	Introduction to Welness and Fitness	3
PSYC 101	General Psychology	3
		15
BIOL 215	Human Anatomy and Physiology I	4
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PHEC 235	Foundations of Physical Education	3
HLTH 102	First Aid and Safety	1
	General Elective	1
		15
SOPHOMORE YEAR		
BIOL 216	Human Anatomy and Physiology II	4
EDUC 210	School in a Diverse Society	3
CMAT 250	Instructional Communication	3
DANC 260	Introduction to Dance/Movement	1
PHEC 260	Team Sports Activities	3
		14
EDUC 300	Development, Learning and Assessment	3
PHEC 229	Techniques and Strategies of Advanced Gymnastics	1
PHEC 261	Individual and Dual-Sport Activities	3
PHEC 275	Instructional Strategies for Physical Education	3
	Group IIB Elective	3
		13
JUNIOR YEAR		
PHEC 350	Measurement and Evaluation in Physical Education	3
PHEC 340	Adapted Physical Education	3
PHEC 352	Motor Learning	3
PHYS/CHEM	Lab Course (excluding Astronomy)	4
	Group IB Elective	3
		16
EDUC 343	Elementary School Physical Education	3
ELED 309	Classroom Visitation	0
PHEC 433	Kinesiology	4
SCED 422	Reading in the Content Area: Part I	3
ENGL XXX	Literature Elective	3
	Group IIB Elective	3
		16
SENIOR YEAR		
EDUC 371	Secondary School Physical Education	3
PHEC 406	Administration and Organization	3
PHEC 432	Exercise Physiology	4
PHEC 451	Psychosocial Aspects of Physical Education	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 424	Reading in the Content Area: Part II	3
		16
EDUC 403	Directed Teaching in Physical Education	6
EDUC 404	Directed Teaching in Physical Education	6
EDUC 478	Student Teaching of Physical Education Seminar	3
		15

Social Work

Chair
Associate Professor Marvin G. Tossey, Ph.D.; *applied research and social policy*
Associate Professor
Batya Hyman, Ph.D.; *behavior, practice, diversity*
Robert Porter Long, M.A.; *human development*
Liddell Louise Madden, M.S.W., A.C.S.W., D.S.W., *child welfare; research on social work practice*
Assistant Professor
Deborah Ann Mathews, M.S.W., LCSW-C, Ph.D.; *clinical work with women and children*
Instructor
Joyce Bell, M.S.W., LCSW-C; *families, children*
Lindy Lewis, M.S.W., LCSW-C; *substance abuse*
Frances M. Sistrunk, M.S.W., LCSW-C; *mental health, disabilities*

Social work is a dynamic-growth profession based upon knowledge drawn from its own experience and from the social sciences. It has a code of ethics, practice standards and a nationwide system of accredited education programs.

Social workers are people who care about the needs of others, including those who are not always successful or cooperative. Members of this profession have the knowledge, skills and values to work with a wide range of people and problems. Help for an individual or a family can be as simple as an interview and as complex as promoting change in a large bureaucracy. Social workers are found in such diverse fields as mental health, child welfare, health care, public welfare, family services, developmental disabilities, services to older people, justice and substance abuse.

The Department of Social Work, accredited since 1974 by the Council on Social Work Education, prepares graduates for entry-level generalist social work practice and advanced graduate education. The department helps students develop their intellectual capacities and practice skill so that they become effective professionals and responsible citizens, and recognizes its responsibility to teach and encourage ethical behavior. Graduates of the program are awarded a Bachelor of Arts in Social Work.

Major in Social Work

Students majoring in social work must meet the following requirements (transfer students must take a minimum of 24 hours in social work at Salisbury University):

1. Complete the following 39 credit hours of core courses with grades of C or better (SOWK 405 and 407 require grades of PS):

		Credits
SOWK 200	Introduction to Social Work and Social Welfare	3
SOWK 220	Basic Interviewing: Skills and Techniques	3
SOWK 300	Human Behavior in the Social Environment	3
SOWK 302	Human Behavior in the Social Environment II	3
SOWK 305	Social Welfare Policy	3
SOWK 315	Social Work Research	3
SOWK 320	Social Work Practice I	3
SOWK 400	Social Work Practice II	3
SOWK 405	Field Instruction in Social Work I	5
SOWK 406	Field Instruction Seminar I	1
SOWK 407	Field Instruction in Social Work II	5
SOWK 408	Field Instruction Seminar II	1
SOWK 410	Social Work Practice III	3

2. Complete a three credit hour social work elective with grades of C or better.
3. Complete the following courses:

		Credits
BIOL 101	Fundamentals of Biology	4
PSYC 101	General Psychology	3
SOCI 101	Principles of Sociology	3

Students are additionally encouraged to consider elective courses in art, business administration, communication arts, economics, language, philosophy, political science, psychology, sociology and statistics. Faculty advisement in curriculum planning is required.

General Information

Students must apply for admission to the social work program during their junior year. Specific information regarding requirements for the program may be obtained from the Social Work Department.

SU/UMES Dual-Degree Program: Social Work/Sociology

Salisbury University and the University of Maryland Eastern Shore have established a dual-degree program through which UMES students can earn a Bachelor of Arts in Social Work (B.A.S.W.) from SU and a Bachelor of Science in sociology from UMES. The program, which can be completed in 129 hours, is accredited by the Council on Social Work Education through SU.

The program prepares graduates for entry-level professional social work positions, state licensure and graduate education. The program is made possible through the cooperative efforts of the institutions in sharing resources to expand the opportunities for students on both campuses.

Curriculum Guide: Bachelor of Arts In Social Work

The following is a sample sequence of courses taken by students majoring in social work, which requires 120 credit hours for graduation. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
BIOL 101	Fundamentals of Biology	4
PHEC 106	Personalized Health/Fitness	3
	Group IB Elective	3
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
SOWK 200	Introduction to Social Work and Social Welfare	3
PSYC 101	General Psychology	3
SOCI 101	Principles of Sociology	3
		15
SOPHOMORE YEAR		
SOWK 300	Human Behavior in the Social Environment	3
	Group IA Literature	3
	Group IIIA Elective	4
	Group IIIB Elective	3
	General Elective	3
		16
SOWK 302	Human Behavior in the Social Environment II	3
	Group IB Elective	3
	Group IIB Elective	3
	Group IIIC Statistics	3
	General Elective	3
		15
JUNIOR YEAR		
SOWK 220	Basic Interviewing: Skills and Techniques	3
SOWK 305	Social Welfare Policy	3
SOWK XXX	Elective	3
	General Electives	9
		15
SOWK 315	Social Work Research	3
SOWK 320	Social Work Practice I	3
	General Electives	9
		15
SENIOR YEAR		
SOWK 400	Social Work Practice II	3
SOWK 405	Field Instruction I	5
SOWK 406	Field Instruction Seminar I	1
SOWK XXX	Elective	3
	General Elective	3
		15
SOWK 407	Field Instruction II	5
SOWK 408	Field Instruction Seminar II	1
SOWK 410	Social Work Practice III	3
	General Electives	6
		15

Graduate Degree Programs

M.Ed. Program Director: Edward Robeck, Ph.D.
M.A.T. Program Director: Nomsa Geleta, Ed.D.
M.S.W. Program Director: Marvin Tossey, Ph.D.
Phone: 410-543-6281

Education Graduate Faculty

Eva K. Anderson, Ph.D.; *special education, educational psychology*
John R. Bing, Ph.D.; *educational psychology/research*
Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*
Keith J. Conners, Ph.D.; *foundations, higher education*
Roland G. Frank, Ed.D.; *social science education*
W. Dorsey Hammond, Ph.D.; *reading*
Joel T. Jenne, Ph.D.; *social studies/curriculum*
Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*
Nancy L. Michelson, Ph.D.; *reading, writing, English*
Kenneth R. Milner, Ed.D.; *school administration*
Patricia O. Richards, Ed.D.; *reading/language arts*
Edward C. Roebeck, Ph.D.; *education*
Geraldine N. Rossi, Ed.D.; *mathematics education*
Starlin D. Weaver, Ph.D.; *science education*
John T. Wolinski, Ph.D.; *reading/language arts*

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program offers the professional education coursework to prepare specialists in the above areas for teaching at the secondary school level.

The M.A.T. is a collaborative degree program offered by Salisbury University and the University of Maryland Eastern Shore. Candidates are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Candidates apply for admission to either SSU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. SU offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies and Spanish. UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, health education, home economics, mathematics, music (vocal and instrumental), physical education and technology education.

The primary objectives for the M.A.T. program are as follows:

1. Allow candidates to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.
4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage candidates to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

M.A.T. candidates are expected to complete the program as follows: beginning with a full summer program, students continue coursework during a full academic year (not including the winter session) and one additional summer session. Candidates whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

Candidates in the M.A.T. program complete a state-approved program of study including at least 39 semester hours of graduate credit (a minimum of 33 hours completed at SU) with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the PRAXIS Series (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Candidates must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit.

Admission

Candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Arts in Teaching (M.A.T.) will be assigned an advisor in the Education Department and receive M.A.T. application materials. Admission to the M.A.T. at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Department:

A. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.
B. Submit scores for the Core Battery of the PRAXIS Series, the Professional Assessments for Beginning Teachers. (NOTE: Students must meet Maryland state standards on the Core Battery of the PRAXIS before beginning their internship.)
C. Undergo a structured interview by the joint M.A.T. Admissions Committee.
D. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.
E. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.
F. Submit three letters of recommendation from individuals who can speak to the following criteria:
   a. ability to write at an appropriate skill level for graduate level work
   b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
G. Complete the joint M.A.T. Application form.

The transcripts and academic credentials of all applicants are reviewed by the SU/UMES joint M.A.T. Admissions Committee. Appropriate sub-committees determine whether students possess adequate and current content area coursework in the intended certification area. Those candidates who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Candidates in the M.A.T. must also obtain a passing grade on a joint comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Program of Study

Candidates who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.
10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

		Credits
EMAT 500	Research and Technology I	3
EMAT 501	Development and Learning Applied to Teaching	3
EMAT 502	Social and Philosophical Foundations of Contemporary Education	3
EMAT 503	Principles of Curriculum and Instruction	3
EMAT 504	Teaching Reading in the Content Areas I	3
EMAT 505	Methods of Teaching and Assessment	3
EMAT 52X	* Methods of Teaching	3
EMAT 506	Inclusive Teaching for Diverse Populations	3
EMAT 507	Internship I	3
EMAT 508	Teaching Reading in the Content Areas II	3
EMAT 509	Internship II	3
EMAT 511	Seminar	3
EMAT 510	Applied Research and Technology II	3

* which methods course is taken depends upon the specified content area: EMAT 521 (Teaching English in the Secondary School), 522 (Secondary School Science Methods), 523 (Secondary School Social Studies Methods), 524 (Secondary School Foreign Language Methods) or 525 (Secondary School Mathematics Methods)

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Candidates in the M.A.T. program take courses on the campuses of both Salisbury University and the University of Maryland Eastern Shore. The schedule of course offerings for the M.A.T. is listed in the registration bulletins of both universities. SU students register for all courses through SU's Office of the Registrar. When courses are offered at UMES, students register using the inter-institutional registration form.

Procedures and forms for using inter-institutional registration will be available from the Office of the Registrar.

Master of Education

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists an opportunity to develop and improve competencies in their specific disciplines.

3. Provide educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Education (M.Ed.) will be assigned an advisor in the Education Department and receive M.Ed. application materials. Admission to the M.Ed. at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Department:

A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
B. Submit two letters of recommendation supporting the ability to succeed in graduate study.
C. Complete and submit a plan of study signed and approved by the advisor.
D. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Credentials for initial admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the M.Ed. program should be sent to the Seidel School. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of nine credit hours, candidates may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies candidates of admission or denial to the program.

Candidates who do not meet the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is candidates' responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks candidates will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

Course Requirements

Candidates seeking the M.Ed. at Salisbury University complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives may be recommended for each track. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 530: Directed Research, and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

		Credits
EDUC 502	Introduction to Research	3
EDUC 514	Seminar in Curriculum	3
EDUC 545	Learning and Instruction	3

Students are required to complete EDUC 502: Introduction to Research within the first nine credit hours of study in the M.Ed. program.

Tracks

In addition to completing the core courses, M.Ed. students select areas of study from among the following: reading, early childhood education, elementary education, middle/secondary education (with an emphasis in English, mathematics, music, science or social science education) post-secondary education and teaching and learning with technology. Available courses and additional information concerning each track follows:

Reading Track

1. Complete the following 12 credits:

		Credits
EDUC XXX	Foundations of Reading	3
EDUC 520	Diagnosis of Reading Disabilities	3
EDUC 521	Remediation of Reading Disabilities	3
EDUC 532	Classroom Assessment	3

2. Choose three elective courses from the following:

		Credits
EDUC 523	Advanced Seminar in Reading Education	3
or		
EDUC 576	Literature for Children and Adolescents	3
or		
EDUC 577	Oral and Written Language	3

3. Complete the following:

		Credits
EDUC 508	Seminar: Research in Human Development	3
PSYC 407	Psychology of Personality	3

4. Fulfill the following capstone experience:

		Credits
EDUC 522	Clinical Practicum in Reading and Language Arts	3

Early Childhood Education Track

1. Complete the following 12 credits:

		Credits
EDUC 533	Foundations of Early Childhood Education	3
EDUC 534	Early Childhood Curriculum and Assessment	3
EDUC 538	Language Development in Early Childhood	3
EDUC 536	Creativity in Early Childhood Education	3

2. Choose two or three electives from the following:

		Credits
EDUC 503	Classroom Management	3
or		
EDUC 586	Conflict Resolution	3
or		
EDUC 587	Cooperative Learning	3
EDUC 504	Multicultural Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 571	Telecommunications in Education	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3
or		
PSYC 423	Psychology of the Exceptional Child	3
EDUC 589	Multimedia	3

3. Choose one of the following capstone experience:

		Credits
EDUC 595	Research Seminar	
or		
EDUC 530	Directed Research	3
or		
EDUC 537	Seminar: Early Childhood Education	3

Elementary Education Track

1. Complete the following specialization track (choose 12 credits from the following):

		Credits
EDUC 532	Classroom Assessment	3
	Three credits must be from the following:	
EDUC 571	Telecommunications in Education	3
or		
EDUC 589	Multimedia	3
	Six credits must be from the following:	
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 580	Trends in Mathematics and Science Education in the Elementary School	3
EDUC 581	Trends in Social Studies Education in the Elementary School	3
EDUC 587	Cooperative Learning	3

2. Choose two or three elective courses from the following:

		Credits
EDUC 503	* Classroom Management	3
EDUC 504	* Multicultural Education	3
EDUC 500	Historical and Social Foundation of Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 519	School Law and Public Education	3
EDUC 571	Telecommunications in Education	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 576	Literature for Children and Adolescents	3
EDUC 577	Oral and Written Language	3
EDUC 584	Group Dynamics in a Classroom Setting	3
EDUC 586	Conflict Resolution	3
EDUC 588	Education Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 591	Independent Study	3

3. Choose one of the following capstone experiences:

		Credits
EDUC 530	Directed Research (Thesis)	3
EDUC 595	Research Seminar	3

Middle/Secondary Education Track

1. Complete the specialization track by completing the following:
   a. Choose content area courses (maximum of 12 credits; no more than six at the 400 level).
   b. Choose one of the following:

		Credits
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 578	Seminar in Teaching Secondary English	3

   c. Choose at least one of the following:

		Credits
EDUC 532	Classroom Assessment	3
EDUC 582	Teaching Reading in Content Areas: Part I	3
EDUC 571	Telecommunications in Education	3
EDUC 587	Cooperative Learning	3
EDUC 589	Multimedia	3

2. Choose 9-12 credits from the following approved electives:

		Credits
EDUC 500	Historical and Social Foundations of Education	3
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 519	School Law and Public Education	3
EDUC 532	Classroom Assessment	3
EDUC 571	Telecommunications in Education	3
EDUC 582	Teaching Reading in the Content Areas: Part I	3
EDUC 583	Teaching Reading in the Content Areas: Part II	3
EDUC 586	Conflict Resolution	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3
EDUC 589	Multimedia	3

3. Complete capstone experience, choose 3-6 credits from the following:

		Credits
EDUC 530	Directed Research (Thesis)	3
EDUC 595	Research Seminar	3

Post-Secondary Education Track

1. Complete the specialization track by completing the 9-12 credits from the following:

		Credits
EDUC 472	Teaching Adults	3
or		
EDUC 560	College Teaching	3
EDUC 561	Issues and Trends in Post-Secondary Education	3
EDUC 519	School Law and Public Education	3
or		
EDUC 587	Cooperative Learning	3
or		
EDUC 532	Classroom Assessment	3
XXXX XXX	Graduate Content Area Course	3

2. Complete 9-12 credits of the following approved electives:

		Credits
EDUC 500	Historical and Social Foundations	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 519	School Law and Public Education	3
EDUC 532	Classroom Assessment	3
EDUC 571	Telecommunications in Education	3
EDUC 586	Conflict Resolution and Peer Mediation	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Educating the Individual With Disabilities	3
EDUC 589	Multimedia	3
EDUC 590	Seminar in Education	3
EDUC 591	Independent Study	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

3. Choose one of the following capstone experiences:

		Credits
EDUC 530	Directed Research (Thesis)	3
EDUC 565	Internship in Post-Secondary Education	3
EDUC 595	Research Seminar	3

Teaching and Learning with Technology Track

This track is designed for professionals seeking a masters degree in education with an emphasis in technology. This degree does not lead to teacher certification in technology.

1. Complete the following 15 credits:

		Credits
EDUC 570	Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 589	Multimedia in the Constructivist Classroom	3
EDUC 592	Special Topics in Technology	3
or		
EDUC 593	Network Systems for Educators	3
EDUC 594	Technology for School Improvement	3

2. Choose two electives from the following:

		Credits
EDUC 472	Theory and Practice of Teaching Adults	3
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in the Teaching of Mathematics	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	
EDUC 532	Classroom Assessment	3
EDUC 533	Foundations of Early Childhood Education	3
EDUC 534	Early Childhood Curriculum and Assessment	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 578	Seminar in Teaching Secondary English	3
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 580	Trends in Math and Science Education in Elementary School	3
EDUC 581	Trends in Social Studies Education in Elementary School	3
EDUC 582	Reading in Content Areas I	3
EDUC 583	Reading in Content Areas II	3
EDUC 587	Cooperative Learning	3
EDUC 592	Special Topics in Technology	3
EDUC 593	Network Systems for Educators	3
XXXX XXX	Content area courses	

3. Complete the following capstone experience:

		Credits
EDUC 595	Research Seminar	3

4. Complete the following program requirements:

Programmatic Portfolio
Action Research Project

Certificate of Advanced Study

The Certificate of Advanced Study (CAS) is a professional certificate designed for K-12 school personnel seeking advanced study in technology integration for teaching and learning, but not interested in pursuing a full master's program. The curriculum includes fundamental technical skills as well as theoretical and practical experiences for using technology to facilitate teaching and improve student achievement. The certificate promotes continuing professional development and life-long learning for teachers and educational leaders. The certificate is designed for professionals seeking a systematic course of study in educational technology for professional development and advancement. The certificate does not lead to teacher certification in technology. General objectives are as follows:

- demonstrate understanding of technology operations and concepts
- plan and design effective learning environments and experiences supported by technology
- implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- apply technology to facilitate a variety of effective assessment and evaluation strategies
- use technology to enhance their productivity and professional practice
- understand the social, ethical, legal and human issues surrounding the use of technology in K-12 schools and apply that understanding in practice.

Admission to CAS Program

Applicants must have a bachelor's or higher degree in education or in a related field, hold a teaching certificate and possess basic computer skills in word processing, spreadsheets, e-mail and Web page creation. Admission to the CAS program is a two-step process. In addition to meeting the general requirements for graduate admission, candidates must apply for admission to the CAS program. Acceptance to SU does not constitute acceptance to the CAS program.

Candidates who indicate on their initial application that they wish to pursue the CAS are assigned an advisor in the Education Department and receive CAS application materials. To be eligible for admissioin as a candidate to the CAS, prospective candidates must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing the CAS and a statement of career goals within the discipline.
2. Obtain two recommendations supporting ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Credentials for initial graduate admission to SU should be sent to the Office of Admissions. Credentials for admission the CAS program should be sent to the Seidel School. Following review of materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance to SU, they are expected to complete the process for full admission into the CAS program, including the development of a program of study, prior to the completion of the first semester in the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Provisional Admission

Candidates who have submitted all application materials, but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis to the CAS program. Provisionally admitted candidates must complete six credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of six credit hours, candidates may apply for full admission to the CAS program. Following review of the application materials, the program director formally notifies candidates of admission or denial to the program.

Candidates who do not meet the provisional admission requirement of achieving six credit hours with grades of B or above are not eligible to apply for admission to the CAS program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the program.

Program of Study

Prior to admission to the CAS program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study.

Course Requirements

Candidates seeking the CAS in Teaching and Learning with Technology at SU complete an approved program of study including 15 semester hours of graduate credit with a cumulative grade point average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

Courses taken to complete the CAS in Teaching and Learning with Technology are:

		Credits
EDUC 570	Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 589	Multimedia in the Constructivist Classroom	3
EDUC 592	Special Topics in Technology	3
or		
EDUC 593	Network Systems for Educators	3
EDUC 594	Technology for School Improvement	3

Master of Education in School Administration

The Master of Education (M.Ed.) in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most important, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates pursuing the M.Ed. in public school administration have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Admission to the Master of Education (M.Ed.) in school administration at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Department:

A. Submit two letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
B. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
C. Possess an undergraduate grade point average of 2.75.
D. Complete a writing sample at Salisbury University in a setting supervised by a faculty member in the M.Ed. in school administration program. The writing sample will be scored holistically and candidates will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.
E. Meet with a faculty member in the M.Ed. in school administration program to discuss professional goals and career objectives.

Provisional Admission

Selected candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted candidates must achieve and maintain a grade point average of 3.0.

Candidates whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A reassessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the M.Ed. in school administration program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to candidates who are members of a cohort, it is essential that this initial conference occur.

Candidates with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Candidates seeking the M.Ed. in school administration complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in school administration is a NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in school administration and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in school administration cohort will take courses in the following sequence:

		Credits
EDAD 516	Public School Administration	3
EDUC 502	Introduction to Research	3
EDAD 550	Leadership and Change	3
EDUC 514	Curriculum Construction	3
EDAD 551	Evaluation Research Applications in School Administration	3
EDAD 517	Public School Supervision	3
EDAD 552	Group Dynamics in School Administration	3
EDUC 519	The Law and Public Education	3
EDAD 553	Financial Management in School Administration	3
EDAD 554	Personnel Administration in Education	3
EDAD 555	Internship in School Administration/Supervision	3

Master of Science in Applied Health Physiology

Program Director: Susan M. Muller, Ph.D.
Phone: 410-548-5555

Graduate Faculty

Herbert G. Chew Jr., Ph.D.; Assistant Professor of Biological Sciences
Robert L. Joyner Jr., Ph.D., RRT; Assistant Professor Respiratory Therapy
Patricia Mann, Ph.D.; Associate Professor of Physical Education
Susan M. Muller, Ph.D.; Associate Professor of Physical Education
Jeanne Ruff, M.S.; Director, Cardiac / Pulmonary Rehabilitation; Peninsula Regional Medical Center
Sidney R. Schneider, Ph.D., RRT, RPFT; Associate Professor of Respiratory Therapy
Michael P. Vienna, Ph. D.; Assistant Professor of Physical Education
Kurt Wolfe Jr., Ph.D.; Associate Professor of Physical Education; Frostburg State University
Carol A. Wood, Ph.D.; Associate Professor of Physical Education

The Master of Science (M.S.) in applied health physiology is a professional degree program designed to prepare health care professionals. Graduates of this program should possess the vision, knowledge and skills necessary to promote health and wellness in a variety of clinical settings (e.g., cardiac/pulmonary rehabilitation, geriatric centers, youth centers, state and local health departments, and corporate wellness programs). The curriculum emphasizes both theory and practice in the preparation of administrators, technicians and supervisors. The program has been designed to include the knowledge, skills and opportunities for practice that are essential for the development of health care professionals.

Students in the program will have the opportunity to read, study and discuss a wide range of theories and ideas related to health and physiology. Students will have actual and simulated experiences in practicing the technical, administrative and supervisory skills of a health care provider.

Admission

Admission to the Master of Science (M.S.) in applied health physiology at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Department:

A. Possess a baccalaureate degree in an appropriate content area, including coursework in human anatomy and physiology
B. Possess an undergraduate grade point average of 2.75, or possess a prior graduate degree
C. Submit two letters of recommendation from an academic source addressing ability to complete graduate level work

Registration for Courses

Students in the AHPH program register for all courses using the Salisbury University schedule of course offerings. Courses delivered by faculty from Frostburg State University and Peninsula Regional Medical Center are delivered on the Salisbury University campus.

Course of Study

The following courses (36 hours - with a minimum of 27 hours completed at SU) are required to complete the Applied Health Physiology Program:

		Credits
AHPH 502	Introduction to Research	3
AHPH 534	Human Psychophysiology	3
AHPH 535	Administration and Promotion of Health / Fitness Programs	3
AHPH 537	Health Appraisal and Testing with Emergency Procedures	3
AHPH 542	Exercise Programing, Nutrition and Weight Management	3
AHPH 544	Pharmacological Aspects of Clinical Physiology	3
AHPH 545	Cardiopulmonary Aspects of Physiology	3
AHPH 546	Human Development and Aging in Populations with Chronic Disease	3
AHPH 553	Clinical Physiology	3
AHPH 562	Trends and Issues in Physiology	3
AHPH 690	Field Experience in Clinical Physiology	3
or		
AHPH 691	Research in Physiology	3
BIOL 552	Advanced Human Physiology	3

Master of Social Work

Program Director: Marvin Tossey, Ph.D.
Phone: 410-543-6305

Graduate Faculty

Batya Hyman, Ph.D.; *behavior, practice, diversity*
Liddell Louise Madden, M.S.W., A.C.S.W., D.S.W., *child welfare; research on social work practice*
Deborah Matthews, Ph.D.; *social work practice*
Marvin Tossey, Ph.D.; *research, social policy*

The Master of Social Work (M.S.W.) prepares social work practitioners for advanced community based direct practice with individuals, families, groups, organizations and communities. Graduates will be prepared to practice in a variety of settings.

The M.S.W. program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 61 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past three years of enrollment, or one year of human service work for every year beyond, up to five years. Applicants having received a B.S.W. more than five years previously will not be considered for advanced placement. Applicants for advanced placement must also have a grade point average of at least 3.2 over the last 60 hours of study. Full-time students may complete the 30 semester hour advanced standing program in one year.

Prerequisites for Admission

Students seeking admission to the M.S.W. program must have the following prerequisites in order to be considered for admission:

1. Coursework in human growth and development throughout the life span and introductory statistics. These undergraduate prerequisite requirements may be taken at any accredited college or university, including community colleges. It is completely acceptable for applicants to be enrolled in these courses while applications are being evaluated. However, both requirements must be successfully completed before the first day of M.S.W. coursework begins. All offers of admission are conditional upon the completion of these prerequisites.

   The human growth and development prerequisite requires the study of the entire life span. The requirement can be met with a single course or a combination of courses. The statistics prerequisite refers to the portion of the research process involving the quantitative manipulation and analysis of data. The course should cover both descriptive and inferential statistics. Courses in research methods and tests and measurements usually will not fulfill the statistics prerequisite.
2. The admissions committee will favor applicants for admission who have demonstrated:
   - above-average academic performance, either in the first baccalaureate degree or in post-baccalaureate work
   - length and relevance of related experience, either voluntary or paid
   - a well-crafted personal statement that expresses a degree of personal reflection
   - references that verify that the applicant possesses the qualities necessary for success in graduate school and in social work practice, written by those who have the skills and experience necessary to assess these qualities
   - ability to contribute to the diversity of the incoming class

Admission

Admission to the M.S.W. at Salisbury University requires an application for graduate program admission; the application fee; official transcripts from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information form; and the following M.S.Wprogram criteria:

1. A baccalaureate degree from a regionally accredited college or university.
2. A broad liberal arts background with at least 24 hours

in sociology, psychology, English, political science or history, statistics and biology.

3. For full-status admission to the regular M.S.W. program, a minimum 3.0 grade point average on the last 60 credits leading to the award of the baccalaureate degree. Applicants with a grade point average of 2.99 – 2.5 in an otherwise strong application are considered for provisions status. Provisional status will be granted if recommendations and/or field placement evaluations merit admission. To move from provisional status the applicant must successfully complete two graduate courses within the program with a grade of B or better.
4. To be eligible for advanced standing, applicants must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within three years of enrollment or one year of human service work for every year beyond three, up to five years. Applicants having received a B.S.W. more than five years previously will not be considered for advanced placement. Applicants must have a G.P.A. of at least 3.2 over the last 60 hours of study.

   Advanced standing waiver will be considered for the equivalent of SOWK 605: Social Welfare Policy and Services, SOWK 610: Theoretical Analysis of Behavior I, SOWK 620: Generalist Practice: Small Client Systems with Lab, SOWK 640: Field Instruction I, SOWK 615: Methods of Social Work Research, SOWK 630: Theoretical Analysis of Behavior II, SOWK 635: Generalist Practice: Larger Client Systems, SOWK 640: Field Instruction I, and SOWK 645: Field Instruction II.

   Advanced standing applicants must submit the following material in addition to the usual application requirements:

   - a letter of reference from the B.S.W. program director or faculty advisor recommending readiness for advanced standing; and
   - a detailed evaluation of field placement experience and performance by the agency supervisor (field evaluations submitted to undergraduate school at the end of each semester) or evaluation of employment performance if applicable.
5. Three letters of recommendation, which should be from persons who know the candidate well enough to evaluate his/her potential for the field of social work. If the applicant has been employed in a human service social agency, one reference should be the most recent employer or supervisor; if currently or recently a student, one reference should be a faculty advisor or instructor. General references on file in college placement offices are not usually adequate for the purposes of this application.
6. A personal statement regarding why the applicant has chosen this particular course of study. In this discussion, applicants should also provide evidence of the ability to be academically successful in graduate school. The applicant should also discuss their views on social justice.

Students will be admitted in the fall semester only. After admission to the University, program admission determination will be made by the M.S.W. admissions committee. The committee considers scholarly ability, academic background, employment, volunteer experience and personal qualities that indicate the potential to meet the demands of graduate education and suitability for professional social work practice.

Course Requirements

The full-time program consists of 61 semester credit hours (of which 31 must be completed at SU). There are 40 credits of classroom work and 21 credits of supervised field practicum. The curriculum is designed to be completed in two years of full-time study or in three to four years of half-time study. Students may elect to enter the program on either a full- or half-time basis. It is possible to change from one format to the other, with approval of the M.S.W. program coordinator. Courses in the program are carefully sequenced, and with rare exception, should not be taken out of sequence. Because of the sequencing, students who choose the part-time option will attend half time for at least two years, a student must be enrolled in at least two courses (six semester hours) each semester, and complete the program in four years.

While matriculating, fully admitted students must maintain a cumulative grade point average of at least 3.0 with no grade less than C and with no more than six credit hours below B. All requirements for the M.S.W. must be completed within seven years of the end of the semester in which M.S.W. coursework began.

Two-Year Full-Time Curriculum

Foundation Year

		Credits
Fall Semester, First Year		
SOWK 600	Ethical and Philosophical Foundations of Social Work	3
SOWK 605	Social Welfare Policy and Services	3
SOWK 610	Theoretical Analysis of Behavior I	3
SOWK 620	Generalist Practice: Small Client Systems with Lab	4
SOWK 640	Field Instruction I	5
		18
Spring Semester, First Year		
SOWK 615	Methods of Social Work Research	3
SOWK 630	Theoretical Analysis of Behavior II	3
SOWK 635	Generalist Practice: Larger Client Systems	3
SOWK 645	Field Instruction II	5
		14

Advanced Year

Fall Semester, Second Year		
SOWK 650	Advanced Practice with Individuals	3
SOWK 655	Evaluation of Direct Practice	3
SOWK 660	Advanced Practice with Families	3
SOWK 665	Field Instruction III	6
		15
Spring Semester, Second Year		
SOWK 670	Advanced Policy Analysis	3
SOWK 675	Advanced Practice with Communities and Organizations	3
SOWK 680	Advanced Practice with Groups	3
SOWK 685	Field Instruction IV	6
		15
	Total	61

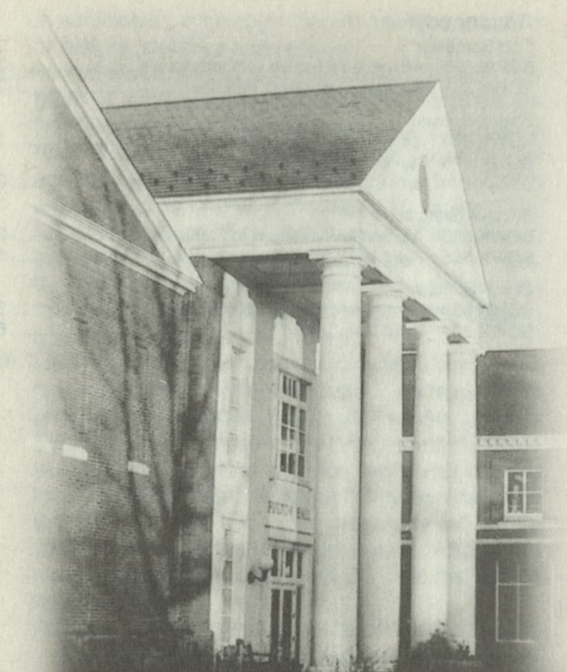
Part-Time Curriculum

Foundation Year

		Credits
First Semester		
SOWK 600	Ethical and Philosophical Foundations of Social Work	3
SOWK 610	Theoretical Analysis of Behavior I	3
Second Semester		
SOWK 615	Methods of Social Work Research	3
SOWK 630	Theoretical Analysis of Behavior II	3
Third Semester		
SOWK 605	Social Welfare Policy and Services	3
SOWK 620	Generalist Practice: Small Client Systems with Lab	4
SOWK 640	Field Instruction I	5
Fourth Semester		
SOWK 635	Generalist Practice: Larger Client Systems	3
SOWK 645	Field Instruction II	5

Advanced Year

Fifth Semester		
SOWK 650	Advanced Practice with Individuals	3
SOWK 655	Evaluation of Direct Practice	3
Sixth Semester		
SOWK 670	Advanced Policy Analysis	3
SOWK 675	Advanced Practice with Communities and Organizations	3
Seventh Semester		
SOWK 660	Advanced Practice with Families	3
SOWK 665	Field Instruction III	6
Eighth Semester		
SOWK 680	Advanced Practice with Groups	3
SOWK 685	Field Instruction IV	6
	Total	61



Fulton School of Liberal Arts

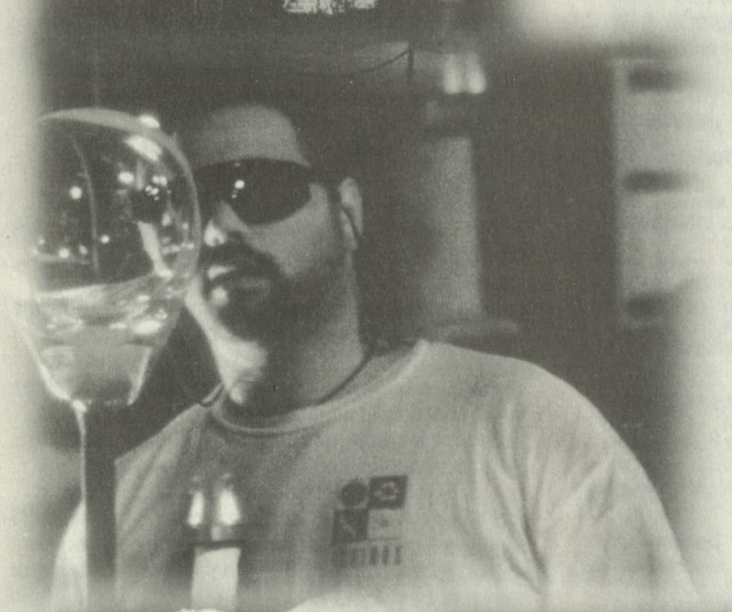
Bachelor of Arts
- Art
- Communication Arts
- Conflict Analysis and Dispute Resolution
- English
- French
- History
- Interdisciplinary Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

Bachelor of Fine Arts
- Art

Bachelor of Science
- Interdiciplinary Studies

Minors
- American Studies
- Anthropology
- Art
- Business and Professional Writing
- Conflict Resolution and Peace Studies
- Communication Arts
- Comparative Literature
- Creative Arts
- English
- Environmental Studies
- Ethnic and Intercultural Studies
- French
- German
- Gerontology
- History
- International Studies
- Music
- Philosophy
- Planning
- Political Science
- Psychology
- Religious Studies
- Social Studies
- Sociology
- Spanish
- Theatre
- Women's Studies/Gender Studies

Master of Arts
- English
- History



Charles R. and Martha N. Fulton School of Liberal Arts

www.salisbury.edu/schools/fulton.html

Dr. Maarten Pereboom, Interim Dean

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Dean's Office
Fulton Hall 257, 410-543-6450

Advising Coordinator
Fulton Hall 216, 410-546-3655

Art
Fulton Hall 200, 410-543-6270

Communication and Theatre Arts
Fulton Hall 261, 410-543-6229

Conflict Analysis and Dispute Resolution
Fulton Hall 266, 410-543-6430

English
Holloway Hall 339, 410-543-6445

History
Holloway Hall 346, 410-543-6245

Interdisciplinary Studies
Fulton Hall 216, 410-546-3655

Modern Languages
Modern Language House, 410-543-6341

Music
Fulton Hall 200, 410-543-6385

Philosophy
Philosophy House 001, 410-334-3407

Political Science
Fulton Hall 266, 410-548-2546

Psychology
Holloway Hall 338, 410-543-6370

Sociology
Fulton Hall 266, 410-543-6430

School Information

The Fulton School of Liberal Arts, endowed and named in 1989 by Charles R. and Martha N. Fulton of Snow Hill, MD, offers disciplinary programs leading to careers within and built upon the fine arts, humanities and social sciences. The Fultons intended their gift to enhance the economic, educational and cultural resources of the Eastern Shore and its future generations.

Charles Fulton, who grew up on a farm in Kenton, OH, was working in the poultry industry when he met his future wife, Martha Nock, at the 1939 World Poultry Congress in Cleveland. A veteran of World War II, Charles Fulton was for more than half a century involved in Eastern Shore agriculture. In 1965 three of his companies merged with Holly Farms; in 1989 Holly Farms was purchased by Tyson Foods. Charles Fulton served on the board of directors of Holly Farms and First Maryland Bancorp, the second largest bank in Maryland.

Martha Nock attended what was then the State Teachers College in Salisbury in 1937-38, and was a classmate of Franklin P. Perdue. The Nock family was noted for its philanthropic role in the religious and civic life of the community.

In 1992 the Fultons built the Snow Hill (MD) Christian Nursery School; in 1998, with Richard Henson, they gave $1.4 million to build the YMCA in Pocomoke, MD. In 1998 Charles Fulton received an honorary Doctor of Humane Letters from Salisbury University.

Committed to interactive learning and to maximizing one-on-one encounters between students and their faculty mentors, the Fulton School emphasizes the diversity and unity of cultures, civic responsibility and lifelong learning. Because each department within the Fulton School embodies a liberal art and its own professions, the Fulton School is the central provider of Salisbury University's liberal education offerings. Fulton School courses and programs are central to the mission of Salisbury University in fostering students' abilities as follows:

1. Enhancing their intellectual capacities.
2. Developing critical thinking in order to draw valid conclusions from observation and research and apply logic to solve problems creatively.
3. Developing effective and coherent speaking and writing.
4. Examining and analyzing their own and other cultures in order to participate as informed citizens in an increasingly complex world.
5. Emphasizing undergraduate research, internships and other partnership and practicum experiences.
6 Integrating learning experiences to develop coherent judgment and interconnected knowledge.

Fulton School faculty endeavors include *Literature/Film Quarterly*, an international academic journal; the Research Center for Delmarva History and Culture, specializing in local and regional history, archaeology and folklore; an annual conference on American Women of Color; the Maryland Summer Center for the Arts for talented and gifted middle and high school students; and the Imaging and Remote Sensing Center, which provides computer-assisted mapmaking for local, state and federal planning agencies. The University galleries in Fulton Hall and the Guerrieri University Center and the Salisbury Symphony Orchestra at Salisbury University are also affiliated with the Fulton School.

In addition to discipline-based programs of study, the Fulton School provides interdisciplinary programming through a range of innovative curricula demonstrating how intellectual curiosity crosses boundaries between disciplines and unique programs that enable students to adapt the rich heritage of liberal arts to current and individual needs. Interdepartmental programs and minors such as American studies, environmental studies, international studies, religious studies, gerontology, comparative literature, fine arts administration, conflict resolution/peace studies and women's studies/gender studies give students opportunities to consider issues from an interdisciplinary perspective.

Career-related tracks, such as journalism and graphic design, as well as supervised community-service internships with museums, government agencies and other organizations, enable students to apply a liberal education in actual practice. Students who do not find an existing course of study that meets their interests and needs may, with the help of faculty, design individualized liberal studies programs. Most departments offer opportunities for international study. The Fulton School sponsors programs in Ecuador, France, Germany, Romania and Thailand and is affiliated with the American Institute for Foreign Study, which offers study abroad programs at universities in Australia, Austria, England, France, Germany, Japan, Mexico, Russia and Spain.

In addition to participating in the National Conference on Undergraduate Research, the Fulton School hosts an annual undergraduate research day to showcase the broad range of student learning, original research and artistic development.

Scholarships and awards in the school include the following:

Fulton Scholarships
Art Assistantship Student Award
Art Department Scholarships
Nettie C. Bentley Scholarship in Music
Gerald and Bette Jane Patt Scholarship in Communication Arts
Thelma B. Robertson Scholarship in the Liberal Arts
Walter C. Thurston Memorial Award in Art
Robert A. Elderdice Award in Literature
Joanne Grant Scholarship in Theatre
Justin Y. Shen Memorial Award
Leland Starnes Memorial Award
Duane C. Nichols Memorial Scholarship in English
History Department Scholastic Award
Outstanding Foreign Language Student Award
Music Department Award
Philosophy Department Outstanding Student Award
Psychology Department Award
Thurston Award in Photography
Wilcomb E. Washburn Student Prize in History
Delmarva History Prize

Undergraduate Degree Programs

Art

Chair
Associate Professor Paul Flexner; M.F.A.; *graphic design*
Professor
Kent Kimmel, Ph.D.; *printmaking, color, art education*
Associate Professors
Marie Cavallaro, M.A.; *ceramics, sculpture*
John Cleary, M.F.A.; *drawing, painting*
Assistant Professors
Ursula Ehrhardt, M.A.; *history of art*
Dean Peterson, M.F.A.; *graphic design, photography*
Lecturer
Daniel Marder, M.F.A.; *glassworking, sculpture*

The Department of Art offers programs leading to the Bachelor of Arts and the Bachelor of Fine Arts in art. Students enjoy wide-ranging instruction in fine arts, advertising design and art history, receiving the technical skill, critical perspective and historical background to pursue careers in art and arts-related fields as well as graduate study in art.

Art majors are able to pursue independent study, participate in internships in graphic design and arts administration, and study abroad, either through winter term courses regularly offered by the Art Department or through programs affiliated with the American Institute for Foreign Study. In addition, art students may study at the art institutes of Atlanta, Dallas, Denver, Ft. Lauderdale, Houston, Philadelphia, Pittsburgh and Seattle through a cooperative program between Salisbury University and the Art Institutes International. Students interested in art education or interior design may take courses through collaborative efforts with the University of Maryland Eastern Shore.

The art curriculum is enhanced by various exhibitions and related programs sponsored by the Salisbury University Galleries, and a show featuring works by graduating artists is held each spring. Students may also show their work in Fulton Hall 129, used for a variety of special events including workshops and lecture-demonstrations. The department has an "open studio" policy, allowing students access to specially equipped facilities even when class is not in session to complete assignments and pursue independent work.

Bachelor of Arts in Art

Students must complete 51 credit hours in art, at least 15 of which must be at the 300/400 level, with minimum grades of C. ART 201 must be used to meet General Education Group IB requirements. The requirements are as follows:

1. Complete 36 hours of core art courses:

		Credits
ART 120	2-D Design	3
ART 130	Drawing I	3
ART 215	Ceramics I	3
or		
ART 261	Sculpture I	3
ART 220	Principles of Color	3
ART 225	3-D Design	3
ART 229	Photography I	3
ART 230	Drawing II	3
ART 246	Painting I	3
ART 35X	Printmaking	3
ART XXX	Art History Electives	6
ART 498	Senior Seminar	3

2. Select 15 credits in an approved track, excluding any core courses. Program guides for specific course selection are available from the Art Department. The tracks include graphic design/visual communications, three-dimensional studio, arts administration, two-dimensional studio and art history.

Bachelor of Fine Arts in Art

Students must apply to the department and be accepted into the B.F.A. program. Application guidelines and procedures are available from the Art Department.

Students must complete 60 credit hours in art, at least 15 of which must be at the 300/400 level, with minimum grades of C. They additionally select an approved track, complete special assignments and periodically submit a portfolio for review. ART 201 must be used to meet General Education Group IB requirements. The major requirements are as follows:

1. Complete 30 credits from the following core:

		Credits
ART 120	2-D Design	3
ART 130	Drawing I	3
ART 215	Ceramics II *(3D students)*	3
ART 220	Color *(2D/graphic design students)*	3
ART 225	3-D Design	3
ART 229	Photography I *(graphic design students)*	3
or		
ART 226	Ad Design I *(graphic design students)*	3
ART 230	Drawing II	3
ART 246	Painting I *(2D students)*	3
or		
ART 35X	Printmaking *(2D students)*	3
ART 261	Sculpture I *(3D students)*	3
ART XXX	Art History Electives	9
ART 498	Senior Seminar	3

2. Select a minimum of 30 credits in an approved track, excluding any core courses. Program guides for specific course selection are available from the Art Department. The tracks include graphic design/visual communications, three-dimensional studio and two-dimensional studio.

Minor in Art

See "Undergraduate Minors" section for details.

Teacher Certification

Students who wish to pursue K-12 teaching certification in art by taking additional coursework at UMES should consult with the Art Department chair.

General Information

Any 100- or 200-level art course which does not require a prerequisite (except ART 119: Design in Fiber Crafts) may be used to satisfy a General Education Group IB requirement. Students seeking art studio credits without registration in areas of special proficiency may challenge courses through a written examination and presentation of a portfolio. The challenge procedure is not open to first-semester freshmen. Transfer students wishing to challenge studio courses should contact the department chair to arrange for advising testing and presentation of a portfolio.

The Art Department reserves the right to retain permanently one work completed by each student in each class. Disposition of these works is the prerogative of the department. Other works may be held temporarily for use in special exhibitions and will be available to owners no later than one year after the lending date.

Curriculum Guide: Bachelor of Arts in Art

To assure students' academic progress and to assist them in planning for careers or graduate study, advising by art faculty is mandatory. The following is a sample sequence of courses for students majoring in art. A sample curriculum guide for the B.F.A. is available in the department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	*Composition I	3
HIST 101	*World Civilizations	3
ART 120	#Two-Dimensional Design	3
ART 130	#Drawing I	3
ART 201	#Introduction to Art History	3
		15
ENGL 102	*Composition II	3
HIST 102	*World Civilizations	3
ART 220	#Principles of Color	3
ART 225	#Three-Dimensional Design	3
ART XXX	Option	3
		15

SOPHOMORE YEAR		
	*Group IIB Elective	3
	*Group IIIA Elective	3-4
ART XXX	#History	3
ART 230	#Drawing II	3
ART XXX	Option	3
		15-16
	*Group IIB Elective	3
	*Group IIIA Elective	3-4
PHEC 106	*Personalized Health/Fitness	3
ART XXX	#History	3
ART XXX	Option	3
		15-16

JUNIOR YEAR		
ENGL XXX	*Literature Elective	3
	*Group IB Elective	3
	*Group IIIB Elective	3
ART XXX	#History	3
ART XXX	Option	3
		15
	*Group IB Elective	3
	*Group IIB Elective	3
	*Group IIIC Elective	3
ART XXX	Option	3
	Free Elective	3
		15

SENIOR YEAR		
ART XXX	Option	6
	Free Electives	9
		15
ART 498	Senior Seminar	3
ART XXX	Option	6
	Free Electives	6
		15

* General Education requirement
# art core requirement
NOTE: Art track courses may be substituted for free electives. The art faculty advisor may recommend courses outside the department that relate to the student's track, e.g. an academic minor.

Communication and Theatre Arts

Chair
Associate Professor Darrell G. Mullins, Ph.D.; *interpersonal communication, rhetoric in popular culture, organizational communication*
Professors
Andrew Hepburn, Ph.D.; *acting, movement, voice, directing*
Donald L. Singleton, Ph.D.; *mass communication, broadcast management law*
Associate Professors
Janet S. Horne, Ph.D.; *rhetoric, communication theory, philosophies of communication, small group communication*
Frances L. Kendall, Ph.D.; *mass communication, production*
Gerald Patt Jr., M.F.A.; *design and technical theatre production*
T. Paul Pfeiffer, Ph.D. (theatre director); *theatre, history, directing, costume design, English history and theatre (1066-1776)*
Assistant Professors
Michael D. Moeder, Ph.D.; *mass communication, media criticism, media and society, popular culture*
Jody D. Morrison, Ph.D.; *interpersonal communication and discourse analysis*
Andrew Sharma, Ph.D.; *mass communication, production*
Haven Simmons, Ph.D.; *journalism, broadcasting, public relations, mass communication, media and government*
Robert Smith, M.F.A.; *directing, 20th century theatre, critical/creative thinking skills*
Instructor
Paul E. Scovell, M.S.; *organizational/public communication, communication technology*
Lecturer
Bryan K. Horikami, M.A.; *communication theory, interpersonal communication, intercultural communication*
Melany Trenary, M.A.; *instructional communication, interpersonal communication*

The Department of Communication and Theatre Arts offers programs leading to the Bachelor of Arts in communication or theatre arts, fostering students' abilities to think reasonably and communicate intelligently, creatively and responsibly. The department integrates diverse approaches, reflecting broad curricular scope and communication competence and knowledge. Through its theatrical, radio and television productions, writing, sponsorship of forums and internships, the Department of Communication and Theatre Arts enriches the quality of community life.

Major in Communication Arts

Students are trained in face-to-face communication, facilitating decision-making and problem-solving in their personal and professional lives. They examine the social significance of communication, develop communication skills, learn to recognize and resolve communication problems, and become better able to acquire, use and communicate knowledge. Communication arts students achieve competency in any of several career fields related to communication, undertaking concentrated study in one of the department's programs. They further study world theatre and drama, intercultural communication, international media and organizational communication.

There are three tracks from which students may select, including interpersonal/organizational, mass media and journalism/public relations. Areas of emphasis include communication theory, rhetoric, print and electronic, journalism, television production, public relations, interpersonal communication, and organizational and technical communication. The major is excellent preparation for careers in radio or television production, print or broadcast journalism, sales, training and development, public relations, management and human resources, as well as graduate work in rhetoric, communication studies and theory, organizational communication/training and development, interpersonal and small group communication, journalism and public relations, media studies and law.

Students must complete 33 credit hours in the department with grades of C or better. The requirements are as follows:

1. Complete 12 credit hours of core courses:

CMAT 100	Fundamentals of Communication	3
CMAT 110	Introduction to Mass Media	3
CMAT 200	Theories of Human Communication	3
CMAT 490	Communication Seminar	3
or		
CMAT 495	Internship in Communication	3
or		
CMAT 497	Independent Research	3

2. Complete 15 credit hours of 300/400-level communication arts courses.
3. Complete a minor outside of the communication arts major.
4. Complete one of the following tracks: interpersonal and organizational communication, mass media or journalism/public relations.

Interpersonal/Organizational Communication Track

This track allows for emphasis in areas such as interpersonal communication theory, organizational communication, training and development, human relations/human resources.

1. Complete the following requirements:

		Credits
CMAT 205	Interpersonal Communication	3
CMAT 218	Advanced Public Speaking	3
CMAT 260	Fundamentals of Organizational Communication	3

2. Choose a minimum of 12 credits from among the following:

		Credits
CMAT 297	Communication Research	3
CMAT 300	Intercultural Communication	3
CMAT 304	Communication, Gender and Culture	3
CMAT 305	Interpersonal Communication II	3
CMAT 306	Conversational Analysis	3
CMAT 307	Interpersonal Conflict	3
CMAT 308	Interviewing	3
CMAT 310	Small Group Discussion	3
CMAT 315	Persuasion	3
CMAT 335	Communicating on the Web	3
CMAT 365	Managerial Communication	3
CMAT 390	Studies in Communication	3
CMAT 460	Applied Organizational Communication	3
CMAT 465	Communication Technology	3
CMAT 490	Communication Seminar	3
CMAT 495	Internship in Communication	3
CMAT 497	Communication Research	3

3. Additional suggested electives:

		Credits
CMAT 105	Listening: Processes and Behavior	3
CMAT 248	Introduction to Public Relations	3
CMAT 312	Nonverbal Communication	3
CMAT 316	Argumentation and Debate	3
CMAT 335	Communicating on the Web	3
CMAT 400	Advanced Communication Theory	3
CMAT 405	Family Communication	3
CMAT 430	Political Communication	3
CMAT 444	Environmental Communication	3

Mass Media Track

This track prepares students for careers in broadcast management, broadcast production and performing for the media.

1. Complete the following requirements:

		Credits
CMAT 131	Writing for Broadcasting	3
or		
CMAT 246	Journalism	3
CMAT 332	Media Criticism and Analysis	3
or		
CMAT 334	Mass Media in Society	3

2. Choose a minimum of 15 credits from among the following:

		Credits
CMAT 134	Radio Production	3
CMAT 136	Television Production	3
CMAT 236	Electronic Field Production	3
CMAT 239	Radio/Television Practicum	2
CMAT 246	Journalism	3
CMAT 297	Communication Research	3
CMAT 330	Broadcast Journalism	3
CMAT 331	Dramatic Writing for Radio and Television	3
CMAT 332	Media Criticism and Analysis	3
CMAT 333	Documentary Production	3
CMAT 334	Mass Media in Society	3
CMAT 335	Communicating on the Web	3
CMAT 336	Advanced TV Production	3
CMAT 338	Issues in Broadcast Management	3
CMAT 339	Producing the News	3
CMAT 346	Public Affairs Reporting	3
CMAT 391	Studies in Mass Media	3
CMAT 430	Political Communication	3
CMAT 438	Mass Communication Law	3
CMAT 490	Communication Seminar	3
CMAT 495	Internship in Communication	3-6
CMAT 497	Undergraduate Research	3
THEA 122	Movement and Performance	3

3. Additional suggested electives:

		Credits
CMAT 308	Interviewing	3
CMAT 335	Communicating on the Web	3
CMAT 337	International Media Systems	3
CMAT 341	Feature Writing	3
CMAT 342	Communicating with Advertising	3
CMAT 365	Managerial Communications	3
CMAT 465	Communication Technology	3
THEA 201	Voice and Diction	3
THEA 324	Directing	3
THEA 329	Media Lighting	3

Journalism/Public Relations Track

This track prepares students for careers in print journalism, corporate and public sector public relations.

1. Complete the following required courses:

		Credits
CMAT 246	Journalism	3
CMAT 248	Public Relations	3
CMAT 341	Feature Writing	3

2. Choose a minimum of 12 credits from the following:

		Credits
CMAT 297	Communication Research	3
CMAT 308	Interviewing	3
CMAT 315	Persuasion	3
CMAT 335	Communication on the Web	3
CMAT 342	Communication with Advertising	3
CMAT 345	Sports Communication	3
CMAT 346	Public Affairs Reporting	3
CMAT 444	Environmental Communications	3
CMAT 448	Public Relations Cases and Strategies	3
CMAT 490	Communication Seminar	3
CMAT 497	Undergraduate Research	3

3. Additional suggested electives:

		Credits
CMAT 218	Public Speaking	3
CMAT 316	Argumentation and Debate	3
CMAT 333	Documentary Production	3

CMAT 337	International Media	3
CMAT 394	Studies in Media	3
CMAT 430	Political Communication	3
CMAT 465	Managerial Communication	3
CMAT 495	Internship	3
THEA 325	Oral Interpretation	3

Major in Theatre

See Theatre Major section within this school for program information.

Minor in Communication Arts

See "Undergraduate Minors" section for details.

Minor in Theatre

See "Undergraduate Minors" section for details.

General Information

Students who wish to use a communication arts course to satisfy the General Education Group IB requirements may select from the following list:

		Credits
CMAT 100	Fundamentals of Communication	3
CMAT 105	Listening	3
CMAT 110	Introduction to Mass Media	3
CMAT 205	Interpersonal Communication	3
CMAT 250	Instructional Communication	3
CMAT 260	Fundamentals of Organizational Communication	3
THEA 120	Introduction to Theatre	3

Transfer Students

Transfer students majoring in communication arts must complete 15 semester hours in communication arts courses at Salisbury University with minimum grades of C.

Departmental Honors Program

Students may complete an honors project at the invitation of the department. Interested students should contact their advisors or the department chairperson.

Curriculum Guide: Bachelor of Arts In Communication Arts

The following is a sample sequence of courses for students majoring in communication arts. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CMAT 100	Fundamentals of Communication	3
ENGL 101	Composition I	3
HIST 101	World Civilization I	3
PHEC 106	Personalized Health/Fitness	3
	Group IIB Elective	3
		15
CMAT 110	Introduction to Mass Communication	3
ENGL 102	Composition II	3
HIST 102	World Civilization II	3
	Group IB Elective	3
	Group IIIB Elective	3
		15
SOPHOMORE YEAR		
CMAT XXX	Track Core	3
CMAT XXX	Track Core	3
ENGL XXX	Literature Elective	3
	Minor/General Elective	3
	Group IIIA Elective	3-4
		15-16
CMAT 200	Theories	3
CMAT XXX	Track Core	3
or		
CMAT XXX	Track Elective	3
	Group IIB Elective	3
	Group IIIA Elective	3-4
	Minor/General Elective	3
		15-16
JUNIOR YEAR		
CMAT XXX	Track Electives	6
	Group IIC Elective	3
	Group IIB Elective	3
	Minor/General Elective	3
		15
CMAT XXX	Track Elective	3
	Group IIB Elective	3
	Minor/General Electives	6
	General Elective	3
		15
SENIOR YEAR		
CMAT XXX	Track Elective	3
	Minor/General Elective	3
	General Electives	9
		15
CMAT XXX	Track Elective	3
	General Electives	6
	Minor/General Electives	6
		15

Conflict Analysis and Dispute Resolution

Program Director

Associate Professor Brian D.D. Polkinghorn, Ph.D.; *international environmental conflict, third party intervention, geoscience, national security and public policy*

Assistant Professors

Timothy J. Dunn, Ph.D.; *sociological migration, criminology*

Shawn McEntee, Ph.D.; *global sociology, international inequality and stratification, international development, methods*

The conflict analysis and dispute resolution major is housed in the Sociology Department. The curriculum requirements for the conflict analysis and dispute resolution major are designed to provide a sound pre-professional training ground for undergraduate students who intend to pursue professional conflict intervention positions or to continue in a higher education setting. The major is designed to provide specialized pre-professional training with its emphasis on analytical and practical skills. While remaining anchored in a liberal arts tradition and strongly rooted in the social sciences, the program is designed to easily allow students to study in other fields outside the major in order to enrich these skills and these traditions. Faculty work with students individually to develop strong analytical and practical skills. Students are also guided in the development of a work ethic appropriate to professional conflict resolution practitioners.

The major in conflict analysis and dispute resolution requires time in the field working with organizations and institutions that need conflict resolution services. The major has an internship and field research requirement that can be completed in the local community, the region, nation or internationally.

The Bachelor of Arts in conflict analysis and dispute resolution requires a minimum of 120 credit hours of which approximately 37 are in the major, approximately 47 credits in General Education and the remaining are elective credit hours.

Students in conflict analysis and dispute resolution will successfully complete a total of 37 hours in conflict analysis and dispute resolution (including electives) with no less than 15 of the total credit hours for the major at the 300-400 level. All required courses must be completed with grades of C or better.

Transfer students majoring in conflict analysis and dispute resolution are required to complete at least 12 credit hours of upper-level CADR courses with a grade of C or better at Salisbury University.

1. Complete 25 credits/eight courses of core course work:

		Credits
CADR 100	Foundations of Conflict and Conflict Resolution	3
CADR 225	Sociology of Violence and Non-Violence	3
CADR 300	Theories of Conflict and Conflict Resolution	3
CADR 309	Research I: Social Research Methods	3
CADR 310	Research II: Statistical Methods	4
CADR 400	Practicum and Internship	3
CADR 401	Dispute Systems Design	3
CADR 402	Senior Seminar	3

2. In addition to CADR core courses, students choose 12 credit hours of electives to complete one of the following four tracks:

International Track

Emphasizes challenges between nation, state and world systems.

		Credits
CADR 201	Conflict Resolution Processes	3
CADR 202	Dynamics of Social Conflict	3
CADR 301	International Conflict	3
CADR 302	Cross Cultural Conflict	3
CADR 403	Resolving Environmental Conflict	3
ECON 415	Environmental and Natural Resources	3
GEOG 101	World Geography: Europe and Asia	3
GEOG 308	Principles of Planning	3
HIST 225	Holocaust: Extermination of the Jews	3
HIST 312	History of Ireland in Modern Times	3
HIST 451	World War I	3
HIST 452	The Second World War	3
HIST 453	The Cold War: A Global History	3
PHIL 206	Contemporary Moral Issues	3
PHIL 301	Violence and Non-Violence	3
POSC 213	War and Peace	3
POSC 230	Judicial Processes	3
POSC 409	Causes of War	3
POSC 411	International Law	3
SOCI 201	Social Problems	3
SOCI 210	Introduction to Global Sociology	3
SOCI 319	Social Change and Social Planning	3

Inter-Group Track

Emphasizes conflict escalation based on group affiliation including areas such as cross-cultural, ethic, racial and gender conflict.

		Credits
BUAD 248	Legal Environment	3
BUAD 420	Business and Society	3
BUAD 452	Employee-Management Relations	3
CADR 201	Conflict Resolution Processes	3
CADR 202	Dynamics of Social Conflict	3
CADR 301	International Conflict	3
CADR 302	Cross Cultural Conflict	3
CADR 403	Resolving Environmental Conflict	3
CADR 404	Negotiation and Conflict Management in Business	3
CMAT 310	Small Group Discussion	3
CMAT 316	Argument and Debate	3
GEOG 199	Conservation and Resource Management	3
GEOG 202	Cultural Geography	3
GEOG 308	Principles of Planning	3
GEOG 402	Environmental Planning	3
HIST 308	Sectional Conflict and Civil War	3
HIST 387	Racism and Discrimination	3
HIST 388	Civil Rights in American History	3
HIST 389	Environmental History	3
POSC 320	Public Policy Analysis	3
POSC 370	Democracy	3
SOCI 220	The Family	3
SOCI 304	Social Inequality	3
SOCI 314	Sociology of Gender	3
SOCI 319	Social Change and Social Planning	3
SOCI 320	Social Movements	3
SOCI 331	Racial and Cultural Minorities	3
SOCI 344	Complex Organizations	3
SOCI 390	Sociology of the Environment	3

Interpersonal Track

Emphasizes conflict that may result from human factors such as miscommunication, misperception, misunderstanding and other forces that are manifest between individuals.

		Credits
CADR 201	Conflict Intervention Processes	3
CADR 202	Dynamics of Social Conflict	3
CADR 301	International Conflict	3
CADR 302	Cross Cultural Conflict	3
CMAT 200	Theories of Human Communication	3
CMAT 205	Interpersonal Communication	3
CMAT 300	Intercultural Communication	3
CMAT 307	Interpersonal Conflict	3
EDUC 210	School in a Diverse Society	3
ENGL 338	Gay and Lesbian Literary Studies	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 433	Language and Culture	3
HLTH 410	Stress and Stress Management	3
POSC 450	Civil Rights and Liberties	3
PSYC 300	Developmental Psychology	3
PSYC 306	Social Psychology	3
PSYC 335	Basic Helping Relationships	3
SOCI 326	Social Interaction	3

General Track

Students select any of the elective courses from any of the above tracks to build an area of specialization that is of personal interest. Selected courses must be approved by advisor prior to enrollment.

Minor in Conflict Resolution and Peace Studies

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Arts in Conflict Analysis and Dispute Resolution.

The following is a sample sequence of courses for students majoring in conflict analysis and dispute resolution. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CADR 100	Foundations of Conflict and Conflict Resolution	3
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IIB Elective	3
	Group IIIA	4
		16
CADR 225	Sociology of Violence and Non-Violence	3
ENGL 102	Composition II	3
PHEC 106	Personalized Health/Fitness	3
HIST 102	World Civilizations	3
	Group IIIA Elective	4
		16
SOPHOMORE YEAR		
CADR XXX	CADR Elective	3

	General Electives	6
	Group IIB Elective	3
	Group IIIB Elective	3
		15
CADR XXX	CADR Elective	3
	General Electives	6
	Group IB Elective	3
	Group IIIC Elective	3
		15

JUNIOR YEAR

CADR 300	Theories of Conflict and Conflict Resolution	3
CADR 309	Research I: Social Research Methods	3
ENGL XXX	Literature Elective	3
	General IB Elective	3
	General Electives	3
		15
CADR 310	Research II: Statistical Methods	3
CADR 401	Dispute Systems Design	3
	General Electives	9
		15

SENIOR YEAR

CADR 400	Practicum and Internship	3
CADR XXX	CADR Elective	3
	General Electives	9
		15
CADR 402	Senior Seminar	3
CADR XXX	CADR Elective	3
	General Electives	9
		15

English

Chair
Professor Connie L. Richards, Ph.D.; *American/Western American literature, American women writers of color*
Professors
Ronald L. Dotterer, Ph.D.; *20th century British/American/Irish literature, film*
Thomas L. Erskine, Ph.D.; *literature and film, Milton*
Darrell G. Hagar, Ph.D.; *satire, 20th century British literature*
Gary M. Harrington, Ph.D.; *modern American literature, drama, Shakespeare*
William C. Horne, Ph.D.; *Restoration/18th century/wilderness literature*
Polly Stewart, Ph.D.; *folklore, mythology*
Michael Waters, Ph.D.; *American literature, creative writing*
James M. Welsh, Ph.D.; *literature and film, drama, Shakespeare*
John P. Wenke, Ph.D.; *19th/20th century American literature, creative writing*
Raymond A. Whall, Ph.D.; *Victorian/modern British literature, poetry*
William F. Zak, Ph.D.; *British romanticism, Shakespeare*
Associate Professors
Elizabeth H. Curtin, D.A. (director, Writing Across the Curriculum); *rhetoric, composition*
Wavie Gibson, Ph.D.; *composition theory, sociolinguistics, African-American literature*
John D. Kalb, Ph.D.; *contemporary American/ethnic American literature*
Judith E. Pike, Ph.D.; *women writers, feminist theory, 19th century literature*
Joaquin Vilá, Ph.D*; bilingual education*
Lecturer
Karen Rayne, M.A.; *composition instruction and theory*
Kate J. Zak, M.A.; *freshman English, short story, drama*

The Department of English offers programs leading to the Bachelor of Arts in English, enhancing written communication skills, sharpening critical thinking skills, broadening knowledge of the power of language, refining understanding of literature as art and cultivating knowledge in the critical approaches used to analyze literature.

The English concentrations/tracks prepare students for careers and graduate study in such fields as law, copyediting, professional reviewing, technical and grant writing, research, communications, and teaching. The department's teacher certification program prepares students for teaching English in secondary schools. Students who complete this program are certified to teach English in the state of Maryland and those states that have reciprocity agreements with Maryland.

Major in English Core

Students may complete the liberal arts English major in one of eight ways: creative writing concentration, English as a second language track, film concentration, folklore concentration, linguistics concentration, literature concentration, writing and rhetoric track, or teacher certification. Students in all concentrations and tracks must meet the following core requirements:

1. Complete English 101 and 102 with grades of C or better.*
2. Maintain grades of C or better in 36 semester hours of English beyond ENGL 102.
3. Complete one writing course beyond English 102. (ENGL 201, 306 or 468)
4. Complete one language course (3 hours) and one diversity course (3 hours) in English or complete the modern languages option.

English Option (Required for teacher certification)
   a. To fulfill the language requirement students must complete one of the following courses: ENGL 240, 430, 431 or 433**.
   b. To fulfill the diversity requirement students must complete one of the following courses: ENGL 338, 365, 383, 384, 385, 386, 433** or 438.

Modern Languages Option (Required for TESOL track)
To fulfill language and diversity requirements students must successfully complete a 201-202 sequence (intermediate proficiency) in French, Spanish or German. Students with documented intermediate level foreign language proficiency will have satisfied this requirement and may take two elective English courses to complete the 12 course requirement for the major.

5. Take a maximum of six hours at the 200 level; a minimum of 12 hours at the 400 level.
6. Satisfy the requirements for one of the concentrations or tracks that follow.

*All University students must earn a C or better in ENGL 101 and 102 to apply these toward graduation and to qualify for enrollment in other English courses.

** ENGL 433 may be used for one category only.

English Major Concentrations/Tracks

Creative Writing Concentration

The creative writing concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 230	Creative Writing	3
ENGL 311	Fiction Workshop	3
ENGL 312	Poetry Workshop	3
ENGL 314	The Writer's Craft	3
ENGL XXX	*Repeat 311 or 312 or 314	3

* Students must repeat one and may repeat others.

2. Recommended electives include:

		Credits
ENGL 250	Understanding Poetry	3
ENGL 358	British Literature III	3
ENGL 453	Modern Poetry	3
ENGL 463	Literary Analysis	3
ENGL 477	British Novel II	3
ENGL 479	Contemporary British Literature	3
ENGL 485	American Novel II	3
ENGL 486	American Novel III	3

Film Concentration

The film concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 220	Introduction to Film	3
ENGL 322	Literature and Film	3
ENGL 402	Film History	3
ENGL 403	Film Genre	3
ENGL 405	Major Film Directors	3

2. Complete 12 hours from the following (no more than nine hours outside the department):

		Credits
AMST 205	The American Experience	3
AMST 315	Topics (must be film related)	3
CMAT 110	Introduction to Mass Media	3
CMAT 331	Dramatic Writing for Radio and TV	3
CMAT 332	Media Criticism and Analysis	3
CMAT 333	Documentary Production	3
CMAT 334	Mass Media and Society	3
ENGL 251	The Art of Drama	3
ENGL 252	Aspects of the Novel	3
ENGL 253	Short Story	3
ENGL 301	Studies: (must deal with film or criticism)	3
ENGL 335	Gothic Fiction	3
ENGL 345	Science Fiction	3
ENGL 363	World Literature I	3
ENGL 364	World Literature II	3
ENGL 387	Literature of the American West	3
ENGL 388	American Drama	3
ENGL 401	Studies in Film	3
ENGL 413	Shakespeare	3
ENGL 463	Literary Analysis	3
ENGL 476	British Novel I	3
ENGL 477	British Novel II	3
ENGI 479	Contemporary British Literature	3
ENGI 484	American Novel I	3
ENGL 485	American Novel II	3
ENGL 486	American Novel III	3
ENGI 488	Contemporary American Literature	3
ENGL 490	Topics (must deal with film or criticism)	3
HIST 415	History and Film	3
HIST 490	Studies in History	3
PHIL 300	Philosophy of Art and Beauty	3
THEA 220	History of the Theater	3

Folklore Concentration

The folklore concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 240	Introduction to the Study of Language	3
ENGL 366	World Mythology	3
ENGL 367	Folklore and Folklife	3
ENGL 433	Language and Culture	3
ENGL 438	Bilingualism	3

2. Recommended electives include (choose any six):

		Credits
ENGL 341	The Bible as Literature	3
ENGL 342	Women in Literature	3
ENGL 349	Norse Literature	3
ENGL 355	Arthurian Literature	3
ENGL 363	World Literature I	3
ENGL 383	African American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in America	3
ENGL 386	American Women Writers of Color	3
ENGL 411	Chaucer	3
ENGL 413	Shakespeare	3
ENGL 472	Elizabethan and Jacobean Literature	3
ENGL 473	Restoration and 18th Century Literature	3

Linguistics Concentration

The linguistics concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 431	Survey of Modern English Grammars	3
ENGL 433	Language and Culture	3

2. Recommended electives (at least six credits) include:

		Credits
ENGL 240	Introduction to the Study of Language	3
ENGL 439	Second Language Acquisition	3
ENGL 465	Research in Composition	3
ENGL 467	History and Theory of Rhetoric	3
ENGL 491	Topics in Linguistics and Language Learning	3

Literature Concentration

The literature concentration includes the following requirements:

1. Complete two British literature courses from the following:

OPTION I: Choose two British period or genre courses before 1900:

		Credits
ENGL 471	Medieval Literature	3
ENGL 472	Elizabethan and Jacobean Literature	3
ENGL 473	Restoration and 18th Century Literature	3
ENGL 474	Romantic Literature	3
ENGL 475	Victorian Literature	3
ENGL 476	British Novel I	3
ENGL 477	British Novel II	3

OPTION II: Complete ENGL 356 or ENGL 357 and one British period or genre course not covered by the British literature course taken... 6

2. Complete two American literature courses from the following:

OPTION I: Choose two American period or genre courses before 1900:

		Credits
ENGL 480	Colonial American Literature	3
ENGL 481	American Renaissance	3
ENGL 484	American Novel I	3

OPTION II:

Credits		
ENGL 380	American Literature I: Beginnings to 1865	3
and		
ENGL 481	American Renaissance	3
or		
ENGL 484	American Novel I	3

OPTION III:

Credits		
ENGL 381	American Literature II: 1865-1945	3
and		
ENGL 480	Colonial American Literature	3
or		
ENGL 481	American Renaissance	3
or		
ENGL 484	American Novel I	3

English as a Second Language Track

The English as a second language track includes the following requirements:

1. Complete 15 hours from the following courses:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 432	Literacy and ESOL Reading	3

ENGL 433	Language and Culture	3
ENGL 434	Literacy and ESOL Writing	3
ENGL 438	Bilingualism	3
ENGL 439	Second Language Acquisition	3

2. Complete 201-202 sequence (intermediate proficiency) in French, Spanish or German.
3. Choose 15 credits electives with at least nine in literature.

Writing and Rhetoric Track

The writing and rhetoric track includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 201	Composition III	3
ENGL 304	Business and Professional Writing	3
ENGL 305	Technical Writing and Editing	3
ENGL 306	Writing for the Disciplines	3
ENGL 467	History and Theory of Rhetoric	3

2. Choose 15 credits of English literature.

Teacher Certification

The English education major requires 36 credits within the English Department and 43 credits outside the Department. Following are the required courses for students majoring in English and seeking certification to teach English in the secondary schools (students should consult regularly with their advisors when developing their individual program plans and selecting courses). Students must complete CMAT 250 and all required EDUC and SCED courses with grades of C or better.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
EDUC 409	Literature for Adolescents	3
ENGL 240	Introduction to the Study of Language	3
ENGL 356	British Literature I	3
or		
ENGL 357	British Literature II	3
or		
ENGL 358	British Literature III	3
ENGL 380	American Literature I	3
or		
ENGL 381	American Literature II	3
or		
ENGL 382	American Literature III	3
ENGL 338	Gay and Lesbian Literary Studies	3
or		
ENGL 365	Literature of the Third World	3
or		
ENGL 383	African American Literature	3
or		
ENGL 384	Native American Literature	3
or		
ENGL 385	Ethnic Literature in America	3
or		
ENGL 386	American Women Writers of Color	3
ENGL 413	Shakespeare	3
ENGL 471	Medieval Literature	3
or		
ENGL 472	Elizabethan and Jacobean Literature	3
or		
ENGL 473	Restoration and 18th Century Literature	3
or		
ENGL 474	Romantic Literature	3
or		
ENGL 475	Victorian Literature	3
or		
ENGL 479	Contemporary British Literature	3
ENGL 480	Colonial American Literature	3
or		
ENGL 481	American Renaissance	3
or		
ENGL 483	American Southern Renaissance	3
or		
ENGL 488	Contemporary American Literature	3
ENGL 431	Survey of Modern English Grammars	3
ENGL 463	Literary Analysis	3
ENGL 465	Research in Composition	3
ENGL 201	Composition III	3
or		
ENGL 306	Writing for the Disciplines	3
or		
ENGL 468	Seminar in Literary Research	3
ENGL 432	Literacy and ESOL Reading	3
or		
ENGL 433	Language and Culture	3
or		
ENGL 434	Literacy and ESOL Writing	3
or		
ENGL 438	Bilingualism	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 371	English and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12
SCED 471	English and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in English, including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Minor in English

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Arts in English

The following is a sample sequence of courses for students pursuing the creative writing major in English. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IB Elective	3
	Group IIIA Elective	3-4
	Elective	3
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Group IB Elective	3
	Group IIIA Elective	3-4
	Elective	3
		15-16
SOPHOMORE YEAR		
ENGL 230	Creative Writing	3
ENGL XXX	Elective	3
PHEC 106	Personalized Health/Fitness	3
	Group IIIB Elective	3
ENGL XXX	Writing Course	3
		15
ENGL 312	Poetry Workshop	3
ENGL XXX	Language course	3
	Group IIB Elective	3
	Group IIIC Elective	3
ENGL XXX	Elective	3
		15
JUNIOR YEAR		
ENGL 311	Fiction Workshop	3
	Group IIB Elective	6
	Electives	6
		15
ENGL 314	Writer's Craft	3
ENGL XXX	Diversity course	3
	Electives	9
		15
SENIOR YEAR		
ENGL 312	Poetry Workshop	3
ENGL XXX	Elective	3
	Electives	9
		15
ENGL XXX	Elective	3
	Electives	12
		15

History

Chair
Professor G. Ray Thompson, Ph.D.; *ancient Egypt, Greece, Rome, classical archaeology, local history*

Professor
Robert A. Berry, Ph.D.; *Russia/East European history*
Gregory C. Ference, Ph.D.; *Asia/East European history, Hapsburgs*
Timothy S. Miller, Ph.D.; *Byzantine history*

Associate Professors
Clara L. Small, Ph.D.; *African-American history, colonial America*
Maarten L. Pereboom, Ph.D. (interim dean, Fulton School); *U.S. foreign relations/European international relations*
Jeanne E. Whitney, Ph.D.; *colonial America, material culture, museum studies*

Assistant Professors
Wayne Ackerson, Ph.D.; *African history, archaeology, British imperialism*
Richard Bowler, Ph.D.; *German history, history of science and technology*
Dean Kotlowski, Ph.D.; *20th century U.S. political history, Latin-American history*
Michael Lewis, Ph.D.; *environmental history, wilderness*
James McCallops, Ph.D.; *women's history, gender studies*
Melanie Perreault, Ph.D.; *colonial American*
Bart R. Talbert, Ph.D.; *Civil War, 19th century America*
Kristen Walton, M.A.; *British history*
Donald M. Whaley, M.A.; *19th century America, south, social/cultural history*

Lecturers
Kevin E. Birch, M.A.; *ancient history*
Dean J. Fafoutis, M.A.; *diplomatic/19th century Anglo-American history*
Margaret Fisk Genvert, M.A.; *18th and 19th century European history*
George W. Gering Jr., M.A.; *military history, colonial America*
Claudia Hannon, M.A.; *19th century America/ancient history*
Elizabeth Ragan, M.A.; *anthropology*
Brian J. Starr, M.A.T.; U.S. history

The Department of History offers a program leading to the Bachelor of Arts in history. The department's objective is to develop a habit of inquiry enhancing students' abilities to think critically and analytically, speak effectively and write coherently.

The history major examines times and cultures other than our own while fostering a sense of the interconnectedness of our world. Furthermore, it offers a perspective of the issues of our lives and times and their significance in a personal, ethical, global and multicultural framework. Finally, the discipline provides a foundation upon which we can build and strengthen those qualities which make us human.

The history curriculum is excellent preparation for careers that cross disciplinary lines and graduate programs such as history, law, library science, museology and international affairs. History graduates may teach as well as work in local, state and federal government, tourism, publications, advertising, insurance, consulting and numerous areas of business.

The History Department further administers the anthropology track in interdisciplinary studies. See page 96 for details.

The History Department also offers a master's degree in history, with a concentration in Chesapeake and local colonial history.

Major in History

Students must complete 33 credit hours in departmental courses with a minimum grade average of C. Fifteen of these hours must be at the 300/400 level. Additionally, students must complete six hours from two social sciences other than history and four satisfactory research papers. Graduate school candidates are encouraged to develop a reading proficiency in at least one foreign language. Course requirements include the following:

1. Complete five core courses:

		Credits
HIST 101	World Civilizations	3
HIST 102	World Civilizations	3
HIST 201	History of the U.S. I	3
HIST 202	History of the U.S. II	3
HIST 330	Proseminar in History	3

2. Choose three hours from the following courses:

		Credits
HIST 312	History of Ireland in Modern Times	3
HIST 318	History of the Ancient Near East	3
HIST 332	National History of Mexico	3
HIST 333	The ABC Powers	3
HIST 334	Latin American Institutions	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa: 1870 to present	3
HIST 350	The Middle East to 1800	3
HIST 355	The Middle East Since 1800	3
HIST 362	Chinese Civilization	3
HIST 363	Japanese Civilization	3
HIST 364	Modern Japan	3
HIST 371	Introduction to Classical Mythology	3
HIST 376	Violence and Nonviolence in America	3
HIST 377	Women in Early American History	3

HIST 378	Women in Modern America	3
HIST 379	Women and Family in Europe and the United States	3
HIST 384	Native American History	3
HIST 387	Racism and Discrimination	3
HIST 388	Civil Rights in American History	3
HIST 395	Material Culture Studies in American History	3
HIST 412	Social and Cultural History of the U.S. I	3
HIST 413	Social and Cultural History of the U.S. II	3
HIST 415	History and Film	3
HIST 423	Imperial Russia	3
HIST 424	Modern Russia	3
HIST 430	*Readings in History	3
HIST 440	Minority Groups in U.S. History	3
HIST 445	African-American History	3
HIST 446	Readings in African-American History	3
HIST 452	The Second Global War: A Global History	3
HIST 453	The Cold War: A Global History	3
HIST 460	History of China Since 1800	3
HIST 474	History of Ancient Egypt	3
HIST 478	Ancient Military History	3
HIST 490	*Studies in History	3

* upon approval of chair

3. Satisfy 15 hours of 300/400-level electives in history.
4. Select six hours from two social science disciplines other than history, including one of the following courses:

		Credits
ECON 211	Micro-Economic Principles	3
or		
ECON 212	Macro-Economic Principles	3
GEOG 100	Introduction to Human Geography	3
or		
GEOG 101	World Regions: Europe and Asia	3
or		
GEOG 102	World Regions: Africa and Americas	3
POSC 101	Introduction to Politics & Government	3
SOCI 101	Introduction to Sociology	3
or		
ANTH 212	Cultural Anthropology	3

Teacher Certification

Students seeking certification to teach history in secondary schools must complete all the courses listed below with grades of C or better (exception: PSYC 101 and SCED 433). For certificates to teach in other social science areas, students should consult with a History Department advisor. Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 372	Social Studies and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12
SCED 472	Social Studies and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in history, including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Minor in History

See "Undergraduate Minors" section for details.

Minor in American Studies

See "Undergraduate Minors" section for details.

Minor in Anthropology

See "Undergraduate Minors" section for details.

Minor in Women's Studies/Gender Studies

See "Undergraduate Minors" section for details.

General Information

Students interested in more detailed information regarding either a major or a minor in history should obtain a copy of *A Guide for Students Majoring or Minoring in History at Salisbury University* from the department.

Challenge exams for introductory history courses are available to students who qualify. See the History Department. Students may not use courses to satisfy requirements both in the minor and in the major.

All students are encouraged to use the rich resources of the Nabb Research Center for Delmarva History and Culture, which enables intensive study in local history, family history, archaeology and folklore.

The History Department sponsors an active history social club which undertakes educational trips to historic sites and takes part in numerous collegial activities on campus.

Transfer Students

Transfer students majoring in history must complete a minimum of 15 semester hours with a C average in history at Salisbury University.

Departmental Honors Program

The History Department sponsors two international honor societies for students majoring in history. Phi Alpha Theta is the international honor society in history and Pi Gamma Mu is the international honor society in the social sciences. Initiations into these honor societies are typically held each spring. Information regarding the qualifications for membership are available in the History Department.

Curriculum Guide: Bachelor of Arts in History

The following is a sample sequence of courses for students majoring in history. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
	*Social Science Requirement	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Social Science Requirement	3
	Group IIIA Elective	3-4
		12-13
SOPHOMORE YEAR		
HIST 201	History of the United States	3
HIST 330	Proseminar in History	3
PSYC 101	General Psychology	3
	Group IIIB Elective	3
	General Elective	3
		15
HIST 202	History of the United States	3
ENGL XXX	Literature Elective	3
HIST XXX	300/400-Level Elective	3
	Group IB Elective	3
	Group IIIC Elective	3
		15
JUNIOR YEAR		
HIST XXX	300/400-Level Elective	3
	Group IB Elective	3
	General Electives	9
		15
HIST XXX	300/400-Level Electives	6
	General Electives	9
		15
SENIOR YEAR		
HIST XXX	300/400-Level Electives	6
	General Electives	9
		15
HIST XXX	300/400-Level Elective	3
	General Electives	13
		16

* specific courses are listed on major check sheet
NOTE: All students must complete a minimum of 30 hours at the 300/400 level with grades of C or better.

Interdisciplinary Studies

Coordinator
Cecilia M. Acocella, Ph.D., *Fulton School advising coordinator; interdisciplinary studies coordinator*

The Fulton School of Liberal Arts offers a major in interdisciplinary studies leading to the Bachelor of Arts or Bachelor of Science. The major accommodates students who wish to develop programs of study in two or more disciplines or create a major in an area of study not offered by any traditional major at SU. This program allows students to create an individual and flexible major that is best suited to their interests or career goals. Most importantly, this program gives students the opportunity to integrate information across disciplines to help gain a more complete understanding of the chosen area of study.

Students must complete a minimum of 30 semester hours in 300/400-level courses from an approved program with grades of C or better; a minimum of 15 hours of upper-division work with C or better grades must be completed at Salisbury University. No more than 18 semester hours of upper-division courses completed prior to program approval may be credited toward the major. No more than two of the courses used to meet the interdisciplinary studies major may be used to meet minor requirements.

Students may select to complete the interdisciplinary studies major through individually designed tracks or through approved tracks.

Individually Designed Tracks

Students wishing to major in interdisciplinary studies using two or three traditional disciplines should contact the interdisciplinary studies coordinator, who will coordinate the development of the student's proposed program of study. The student will also meet with designated representatives of their chosen areas of study to discuss and develop a selection of courses that best fits the goals of the student. The student must follow these guidelines in order to complete an approved program:

1. Students must choose two or three subject areas in which to complete the required 30 upper-division semester hours. These subject areas will include traditional disciplines at the University. An example of a program would be combining courses from biology and psychology for a student interested in neuroscience.
2. The program proposal must include a rationale for the cohesion of the areas of study and describe any potential career goals suitable for the program proposal.
3. Program proposals should list any lower-division prerequisites to the courses chosen for the interdisciplinary studies major.
4. Upper-division courses (300/400 level) completed prior to receiving program approval may or may not be used for the interdisciplinary studies major, and no more than 18 such hours may be credited toward the major.
5. Program proposals must be approved by designated representatives from the chosen subject areas before final approval is given by the coordinator of interdisciplinary studies.
6. Any deviation from programs must be approved in writing by both the representative of the subject area and the coordinator of interdisciplinary studies.

Approved Tracks

Anthropology Track

Students majoring in interdisciplinary studies may choose a program in anthropology, administered by the History Department, offering subdisciplines in prehistory/archaeology, cultural anthropology, linguistic anthropology and physical anthropology. Anthropology examines empirical evidence for human evolution; the diversity of cultures, especially in small-scale societies; the relationship between language and culture; and the accumulated archaeological record of prehistoric and early historic societies. Career opportunities include artifact restoration or cataloguing, commercial archaeology, historical archaeology, salvage archaeology or underwater archaeology.

Students interested in the interdisciplinary studies anthropology track should consult with the coordinator of anthropology. Requirements for the track include the following:

1. Complete a minimum of 39 semester hours with at least 30 hours in approved 300/400-level courses with grades of C or better.
2. Complete the following core courses:

		Credits
ANTH 212	Cultural Anthropology	3
ANTH 215	Primitive Religion	3
ANTH 250	Archaeology of Ancient Societies	3
ANTH 350	Physical Anthropology	3
ANTH 355	North American Indian	3
ANTH 450	Comparative Cultures	3
ANTH 459	Seminar in Anthropology	3

Additional courses may be drawn from anthropology and collateral areas including the following:

		Credits
ANTH 300	*Studies in Anthropology	3
ANTH 400	Individual Directed Study	3
HIST 300	Historic Archaeology of Maryland's Eastern Shore	3
HIST 319	Roman History	3
HIST 370	Greek History	3
HIST 371	Introduction to Classical Mythology	3
HIST 395	Material Culture Studies in American History	3
HIST 472	*Studies in Classical Archaeology	3
HIST 474	History of Ancient Egypt	3
HIST 480	Museum Studies	3

* may be taken twice under different subtitles

Women Studies/Gender Studies Track

Students majoring in interdisciplinary studies may choose a track in women studies/gender studies. This track investigates how gender identities have developed over time and how women's and men's roles have been produced and shaped by social institutions, such as politics, religion, family, sexuality, media and arts. It will examine how our present day notions of femininity, masculinity, womanhood and manhood have developed and changed and how gender shapes past and present day social roles, behavior and culture.

Students interested in this track should consult the coordinator of women studies/gender studies. Requirements for the track include the following:

Students must complete coursework from the following in at least four different disciplines with a minimum of 30 semester hours at the 300/400 level with grades of C or better.

1. **Interdisciplinary Core:** Students must complete at least five courses (15 credits) from the following:

		Credits
ENGL 461	Feminist Literature and Theory	3
HIST 377	Women in Early American History	3
HIST 378	Women in Modern America	3
PHIL 316	Philosophy and Feminism	3
PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
SOCI 314	Sociology of Gender	3
SOCI 363	Women in Development	3

2. **Interdisciplinary Electives:** Students must complete at least four courses (12 credits from the following:

		Credits
IDIS 213	Introduction to Gender Studies	3
ART 335	Women in Art	3
CMAT 304	Communication, Gender and Culture	3
ENGL 300	Topics in English (approved topics)	3
ENGL 338	Gay and Lesbian Literary Studies	3
ENGL 342	Women in Literature	3
ENGL 386	American Women Writers of Color	3
PHIL 310	Studies in Philosophy (approved topics)	3
PSYC 325	Psychology of Sexuality	3
XXXX XXX	Independent study or internship - with approval	3

3. **Interdisciplinary Capstone Seminar:** (spring only) 3 credits:

		Credits
IDIS 485	Women Studies/Gender Studies Capstone Seminar	3

Modern Languages And Intercultural Studies

Chair
Professor Keith H. Brower, Ph.D.; *Spanish and Latin American literature*
Professor
Gerald R. St. Martin, Ph.D.; *19th century French literature*
Associate Professor
Arlene F. White, Ed.D.; *French culture and civilization*
Assistant Professor
Brian N. Stiegler, Ph.D.; *Latin American literature*
Lecturer
Carolina Bown, M.A.; *Spanish language and culture*
Klaudia Thompson, M.A.; *German language and culture*

The Department of Modern Languages and Intercultural Studies offers the Bachelor of Arts in French and Spanish as well as minors in French, Spanish and German. Course offerings also include Russian, Latin (through intercultural studies) and various intercultural/literature in translation topics. The department's mission is to foster students' abilities to think critically and to communicate intelligently and creatively in their native as well as in a foreign language. It promotes the study of language and culture to provide a sense of perspective and a better understanding of the world at large today.

Many foreign language majors prepare for a career in education, but the ability to speak in a second language is beneficial in any career emphasizing the global nature of our world, such as international business, media, journalism, government, social work, tourism and others. The major also prepares students for graduate work in literature, area and international studies.

Major in French

A major in French consists of 36 credit hours distributed as follows:

1. Complete at least 27 credit hours in the language above the elementary level, including at least six credit hours at the 400 level.
2. Survey of Literature courses (FREN 350, 351).
3. Earn a grade of C or better in ENGL 240.
4. Earn grades of C or better in major courses.
5. Demonstrate oral and written proficiency through a standardized test and oral interview.

Major in Spanish

A major in Spanish consists of 36 credit hours, with 33 credit hours in the language above the elementary level (101-102), distributed as follows:

1. Complete 24 hours of required courses:

		Credits
ENGL 240	Introduction to the Study of Language	3
SPAN 201	Intermediate Spanish	3
SPAN 202	Spanish in Review	3
SPAN 310	Oral and Written Composition	3
SPAN 315	Elements of Spanish Culture	3
SPAN 316	Elements of Latin American Culture	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	3

2. Complete a minimum of 12 additional hours in the language at the 300 or 400 level.
3. Earn grades of C or better in major courses.
4. Demonstrate oral and written proficiency through a standardized test and oral interview.

The language major may be combined with study in other areas to enhance career opportunities. The department will advise students in planning an academic program to meet individual interests and career objectives. It is especially recommended that those planning careers in education and in government service study a second foreign language.

All language major students are encouraged to plan one semester of study at an institution in a country in which the target language is spoken to improve their speaking ability and learn about the culture firsthand. Credits earned through study abroad may be applied toward the major. A language major planning to enter a field such as business, education, social work, etc. should seek advisement from the department.

Teacher Certification

Language students seeking certification to teaching French/Spanish in secondary schools must fulfill the following requirements with grades of C or better (exception: PSYC 101 and SCED 433) in addition to the requirements for the major. Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 376	Foreign Language and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12
SCED 476	Foreign Language and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

Throughout their academic career, students have the opportunity to volunteer or tutor in local schools.

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Minor in French, German or Spanish

See "Undergraduate Minors" section for details.

Intercultural Studies/Literature in Translation

The department offers courses in intercultural studies which are taught in English and satisfy General Education IB requirements. They offer students the experience of a direct encounter with or a close-up exposure to a culture other than their own. Through these courses, students are able to view their own cultural values in a more universal context:

		Credits
MDFL 241	The French People	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
MDFL 248	Studies in Contemporary Cultures	3

The department also offers several literature courses taught in English which satisfy General Education IA requirements. Through these courses, students are able to view another culture as it is reflected through its literature and will come to appreciate the humanistic value of literature:

		Credits
FREN 305	Short Fiction in Translation	3
FREN 350	The Rise and Fall of Sensuality	3
FREN 351	Literature of Protest	3
GERM 350	German Short Stories	3
MDFL 300	Studies in French Literature in Translation	3
MDFL 302	Comparative Literature	3
SPAN 330	Hispanic Literature in Translation	3

Testing Policy

The Department of Modern Languages and Intercultural Studies awards and recognizes credit through examination in French, German and Spanish. Any student officially enrolled at Salisbury University may be granted credits through any approved examinations (placement, advanced placement, challenge, CLEP).

Only nine test credits per language may be applied to either a minor or a major in that language. No credits will be awarded for 101 language courses under any circumstances, nor will credits be awarded for any type of exam for a course below the student's established level of proficiency.

Prior to receiving University academic credit, native speakers and other students may acquire credit for language skills through examination by demonstrating achievement on approved examinations administered by the Admissions Office (CLEP).

Native speakers of the language in question are eligible to receive credit, through the departmental challenge examination, only for courses in content areas, not for courses in development of language skills. Nonnative students who continue their language study at Salisbury University after having begun in high school, demonstrate achievement on the placement tests provided by the Department of Modern Languages and Intercultural Studies, and complete an appropriate course with a C or better may qualify for University credit.

Placement tests are given the first two days of classes each semester. Students are eligible to take placement tests only during the first semester in which they are enrolled in a particular language. Students who demonstrate advanced standing through the placement test will be eligible for University credit as follows:

Placement	Credits
Intermediate (201)	3 for level 102
Intermediate (202)	6 for 102 and 201
Advanced (300 level)	9 for levels 102, 201 and 202

Transfer Students

Transfer foreign language students must complete 15 semester hours in major courses at Salisbury University with minimum grades of C.

Curriculum Guide: Bachelor of Arts in French

The following is a sample sequence of courses for students majoring in French. Students should consult regularly with their advisors when developing their individual program plans and selecting courses. Students majoring in Spanish, attempting a language minor or combining their language study with specialization in another area should see the department for a checklist of requirements for their individual program.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
FREN 201	Intermediate French	3
	Group IIB Elective	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
FREN 202	Intermediate and Applied French	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16
SOPHOMORE YEAR		
FREN 312	French Conversation	3
PHEC 106	Personalized Health/Fitness	3
	Second Foreign Language 101	3
	Group IIB Elective	3
	Group IIIB Elective	3
		15
FREN 310	French Grammar and Composition	3
	Second Foreign Language 102	3
	Group IIB Elective	3
	Group IIIC Elective	3
	Elective	3
		15
JUNIOR YEAR		
ENGL 240	Introduction to the Study of Language	3
FREN 316	French Culture and Civilization I	3
FREN 350	French Literature	3
FREN 402	Advanced Conversation	3
	Second Foreign Language 201	3
		15
FREN 317	French Culture and Civilization II	3
FREN 303	Reading Skills and Strategies	3
FREN 351	French Literature	3
	Second Foreign Language 202	3
	Elective	3
		15
SENIOR YEAR		
FREN 401	Advanced Composition and Morphology	3
	Second Foreign Language	3
	Electives	9
		15
FREN 325	Culture Through Literature	3
	Second Foreign Language	3
	Electives	9
		15

Music

Chair
Associate Professor Richard Johnson, D.M.A.; *instrumental music; conducting; music education*
Professor
Thomas Elliot, D.M.A.; *orchestra; music education; theory*
Associate Professor
Linda Cockey, D.M.A.; *piano, music history*
Assistant Professor
Cherie Stallaccio, Ph.D; *music education, elementary general music, multiculturalism*
Jerry Tabor, D.M.A.; *composition, theory, computer music; contemporary music*
Michael Weber, D.M.A.; *choral music; music education*

The Department of Music offers a diversified, yet comprehensive program for students wishing to study music within the traditional setting of a liberal arts curriculum. As a department within the Fulton School of Liberal Arts, the Department of Music fosters student abilities to enhance their intellectual capacities; develop critical thinking in performance and in the classroom; examine their own and other cultures; and integrate the learning experience in music with other academic areas of interest. This program serves as a foundation for specialized concentrations in music as well as embracing student interests that go beyond the scope of their regular academic life. The Department of Music is dedicated to helping students embrace the importance of performance and composition as well as classroom instruction to develop a comprehensively prepared musician/teacher; to place music in a historical, theoretical and aesthetic context within the educational/teaching environment; and to effectively communicate and demonstrate cognitive knowledge, psychomotor skills and the aesthetic nature of music.

All performance and applied course offerings in music are listed in the semester scheduling bulletin under the prefix of MUSA. All other music course offerings are listed in the bulletin under the prefix of MUSC.

Departmental Honors Program

Students may participate in HONR courses offered through the Honors Program at Salisbury University which may be applied to their General Education requirements and electives for the degree program.

General Education Requirements

All students attending Salisbury University will complete a minimum of 47 hours of General Education course requirements as part of their total degree program. Emphasis of study is focused upon the humanities, social sciences, lab sciences, mathematics, and health awareness. Music courses that satisfy General Education requirements under the humanities Group IB assist students in developing an appreciation for lifelong learning, diverse cultures, creative activities and a pursuit of aesthetic understanding.

All music courses are open and available to the non-music major student who wishes to fulfill General Education requirements, satisfy elective requirements or pursue various aspects of performance, applied study or classroom study for their own enjoyment and enhancement. All course prerequisites and seating audition requirements must be observed.

Minor in Music

See "Undergraduate Minors" section for details.

Lab Fees

Non-music major students wishing to pursue private applied study may do so through MUSA 390 for one or two semester credit hours. Music majors are required to complete an eight semester sequence of applied study beginning with MUSA 138 through MUSA 439. A fee of $200 per semester credit is required of all students in applied music study. An additional lab fee of $15 per course is required for all other MUSA and MUSC courses from all students.

Entry Audition and Minimum Degree Requirements

All students who wish to be accepted into the Bachelor of Arts in music degree programs must successfully pass a music audition for placement within the required applied study sequence. This is inclusive of meeting SAT/ACT and GPA requirements for acceptance into Salisbury University. Audition appointments should be arranged through the Department of Music prior to the first semester of study on this campus.

Bachelor of Arts in Music - Degree Programs

The Bachelor of Arts in music degree program is designed to provide students with the broadest possible options of study. The Bachelor of Arts degree in music is designed for students who wish to combine their degree program in music with other areas of interest in a traditional liberal arts environment. Students completing the Bachelor of Arts in music degree may pursue teacher education or pursue graduate studies in humanities or other related fields. The Bachelor of Arts degree in music - professional studies tracts in composition, vocal music or instrumental music are designed for students with the strongest performance background who wish to develop further in an area of specialization. Students completing one of the Bachelor of Arts in Music - professional studies tracks will be preparing for further graduate study in performance or composition.

Students enrolled in the Bachelor of Arts in music degree programs must maintain a 2.5 grade point average in all courses related to the music major program in order to remain in good standing with the program. All individual music courses must be completed with a grade of C or better in order to advance through each sequence. Transfer students must also have a minimum of a 2.5 GPA in all courses related to the degree program and a C or better in music courses in order to continue in the program.

Core Requirements

All students seeking a Bachelor of Arts in music degree must complete General Education requirements, track requirements and the following core music requirements:

		Credits
MUSA 205	Class Piano I	2
MUSA 206	Class Piano II	2
MUSA 391	Performance Class	0
MUSC 203	Theory I	4
MUSC 204	Theory II	4
MUSC 303	Theory III	4
MUSC 304	Theory IV	4
MUSC 305	Music History I	3
MUSC 306	Music History II	3
MUSC 425	Musical Form and Analysis	3
		29

A. Bachelor of Arts in Music - General Track Requirements

		Credits
MUSA XXX	Primary Ensemble	8
MUSA 108	Class Voice	2
or		
MUSA 213/214	Diction I/II	2
MUSA 138*	Applied Music I	1-2
MUSA 139*	Applied Music II	1-2
MUSA 238*	Applied Music III	1-2
MUSA 239*	Applied Music IV	1-2
MUSA 338*	Applied Music V	1-2
MUSA 339*	Applied Music VI	1-2
MUSA 391	Performance Class	0
MUSA 438*	Applied Music VII	1-2
MUSA 439*	Applied Music VIII	1-2
MUSC 310	Conducting and Score Reading	2
MUSC 426	Arranging for Voices and Instruments	3
	Upper level music literature	3
	Music electives	20
		46-54

*All Bachelor of Arts in music majors are encouraged to complete 16 credits of applied study

B. Professional Studies - Composition Track

		Credits
MUSA XXX	Primary Ensemble	8
MUSA 338*	Applied Music V	1-2
MUSA 339*	Applied Music VI	1-2
MUSA 390	Directed Independent Study: applied lessons on principal instrument	12
MUSA 391	Performance Class	0
MUSA 438*	Applied Music VII	1-2
MUSA 439*	Applied Music VIII	1-2
MUSC 112	Creativity in Electronic/Acoustic Music	3
MUSC 310	Conducting and Score Reading	2
MUSC 330	Introduction to Composition	3
MUSC 406	Theory of Electronic Music	3

MUSC 426	Arranging for Voices and Instruments	3
MUSC 427	Counterpoint	3
MUSC 430	Contemporary Compositional Techniques	3
	Senior Composition Recital	
	Level IV piano proficiency	
		44-48

*All Bachelor of Arts in music majors are encouraged to complete 16 credits of applied study.

C. Professional Studies - Vocal Track:

		Credits
MUSA XXX	Primary Ensemble	8
MUSA XXX	Secondary Ensemble	8
MUSA 138*	Applied Music I - Voice	1-2
MUSA 139*	Applied Music II - Voice	1-2
MUSA 213	Diction I	1
MUSA 214	Diction II	1
MUSA 238*	Applied Music III - Voice	1-2
MUSA 239*	Applied Music IV - Voice	1-2
MUSA 309	Choral Techniques and Methods	2
MUSA 338*	Applied Music V - Voice	1-2
MUSA 339*	Applied Music VI - Voice	1-2
MUSA 391	Performance Class	0
MUSA 408	Modern Music	3
MUSA 438*	Applied Music VII - Voice	1-2
MUSA 439*	Applied Music VIII - Voice	1-2
MUSC 310	Conducting and Score Reading	2
MUSC 416	American Music	3
or		
MUSC 420	History of the Art Song	3
or		
MUSC 435	Choral Literature	3
or		
MUSC 442	Music in the Renaissance	3
or		
MUSC 443	Music in the Baroque Period	3
or		
MUSC 444	Music in the Classical Period	3
or		
MUSC 445	Music in the Romantic Period	3
	Music Elective	2
	Half Junior Recital	
	Full Senior Recital	
		38-46

*All Bachelor of Arts in music majors are encouraged to complete 16 credits of applied study.

D. Professional Studies - Instrumental Track

		Credits
MUSA XXX	Primary Ensemble	8
MUSA XXX	Secondary Ensemble	8
MUSA 138*	Applied Music I - Principle Instrument	1-2
MUSA 139*	Applied Music II - Principle Instrument	1-2
MUSA 238*	Applied Music III - Principle Instrument	1-2
MUSA 239*	Applied Music IV - Principle Instrument	1-2
MUSA 338*	Applied Music V - Principle Instrument	1-2
MUSA 339*	Applied Music VI - Principle Instrument	1-2
MUSA 391	Performance Class	0
MUSA 408	Modern Music	3
MUSA 438*	Applied Music VII - Principle Instrument	1-2
MUSA 439*	Applied Music VIII - Principle Instrument	1-2
MUSC 310	Conducting and Score Reading	2
MUSC 112	Creativity in Electronic/Acoustic Music	3
or		
MUSC 406	Theory of Electronic Music	3
	Upper Level Music Literature	3
	Music Elective	3
	Half Junior Recital	
	Full Senior Recital	
		38-46

*All Bachelor of Arts in music majors are encouraged to complete 16 credits of applied study.

E. Bachelor of Arts in Music - Liberal Arts Track

The liberal arts track is particularly appropriate for students who have music background but choose to combine their musical studies with other academic pursuits in an interdisciplinary program. The availability of this track, with its percentiles of semester credits in musicianship, performance, music electives and General Education, is essential to allowing students to concentrate in areas of the humanities and arts administration.

1. Students must complete the following required courses:

		Credits
MUSA XXX	Primary Ensemble** (chamber choir, wind ensemble or orchestra)	6
MUSA 138*	Applied Music I - Principle Instrument	1-2
MUSA 139*	Applied Music II - Principle Instrument	1-2
MUSA 238*	Applied Music III - Principle Instrument	1-2
MUSA 239*	Applied Music IV - Principle Instrument	1-2
MUSA 338*	Applied Music V - Principle Instrument	1-2
MUSA 339*	Applied Music VI - Principle Instrument	1-2
MUSA 391	Performance Class	0
	Music Electives	6
		24

*All Bachelor of Arts in music majors are encouraged to complete 16 credits of applied study

** Students with keyboard emphasis will substitute four of the six semesters with MUSA 131: Accompanying

2. Students must complete a minor in an area other than music and additional electives for a total of 22 credits.

Teacher Certification

Salisbury University offers a State approved degree program for students seeking the State of Maryland teaching certification through the institution. Students must complete the following additional course work through the Department of Music and the Seidel School of Education. In addition students must complete two of three battery tests of PRAXIS examination and complete entry for the Department of Education. Students may repeat education courses only once.

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

1. Complete music method requirements:

		Credits
ELED 419	Teaching Music in the Elementary School	3
MUSA 209	Class Guitar I	1
or		
MUSA 210	Class Guitar II	1
MUSC 215	Instrumental Techniques: Strings	1
MUSC 216	Instrumental Techniques: Woodwinds	1
MUSC 217	Instrumental Techniques: Brass	1
MUSC 218	Instrumental Techniques: Percussion	1
MUSC 309	Choral Techniques and Methods	2
MUSC 413	Advanced Conducting	2
SCED 429	Teaching Music in Secondary School	3
		15

2. Complete Seidel School of Education requirements with grades of C or better (exception: PSYC 101):

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
ELED 430	Directed Teaching in Music in the Elementary School	6
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 431	Directed Teaching in Music in the Secondary School	6

* Satisfies General Education requirements under Groups IB and IIB

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in music, including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendation from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Curriculum Guide: Bachelor of Arts in Music - Liberal Arts Track

FRESHMAN YEAR

		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MUSC 203	Theory I	4
MUSA 138	Applied Music I	2
MUSA 205	Class Piano I	2
MUSA XXX	Ensemble - Primary	1
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
MUSC 204	Theory II	4
MUSA 139	Applied Music II	2
MUSA 206	Class Piano II	2
MUSA XXX	Ensemble - Primary	1
		15

SOPHOMORE YEAR

ENGL XXX	Literature Elective	3
MUSC 303	Theory III	4
MUSA 238	Applied Music III	2
MUSA XXX	Ensemble - Primary	1
	General Education	6
		16
MUSC XXX	Elective	2
MUSC 304	Theory IV	4
MUSA 239	Applied Music IV	2
MUSA XXX	Ensemble - Primary	1
	General Education	6
		15

JUNIOR YEAR

MUSC 305	Music History I	3
MUSC 425	Musical Form and Analysis	3
MUSA 338	Applied Music V	2
MUSA XXX	Ensemble - Primary	1
	General Education	3
	Electives	3
		15
MUSC 306	Music History II	3
	Electives	3
	MUSC Elective	3
MUSC 339	Applied Music VI	2
MUSA XXX	Ensemble - Primary	1
	General Education	4
		16

SENIOR YEAR

General Education	7
Electives	7
	14
General Education	6
Electives	8
	14

Philosophy

Chair
Professor Jerome A. Miller, Ph.D.; *philosophy of religion, theory of knowledge, phenomenology*
Professor
Francis I. Kane, Ph.D.; *political/ancient philosophy, medical ethics*
Associate Professor
James Hatley, Ph.D.; *environmental philosophy, ethics, aesthetics, contemporary continental philosophy*
Assistant Professor
Grace A. Clement, Ph.D.; *feminism, ethics, modern philosophy, animal ethics*

The Department of Philosophy offers a program leading to the Bachelor of Arts in philosophy that develops students' abilities to think critically, examine fundamental questions about the nature of the self and the world, and thus to establish a foundation for intelligent action in the world. Students are exposed to a variety of philosophical perspectives and asked to philosophize. Because philosophy teaches clear, coherent and creative thinking, it can be of service in almost any field, particularly law, medicine, government, education, computers, publishing and business. The department also prepares students for graduate study in law, theology, social work and philosophy.

Major in Philosophy

The philosophy curriculum consists of the following 33 credit hours with minimum grades of C in each course:

1. Complete one *introductory-level* course:

		Credits
PHIL 101	Introduction to Philosophy	3
or		
PHIL 103	Critical Thinking	3

2. Select three of the following *classical core* courses focusing on fundamental philosophical issues:

		Credits
PHIL 203	Ethics	3
PHIL 300	Philosophy of the Arts	3
PHIL 304	Philosophy of Human Nature	3
PHIL 305	Political Philosophy	3
PHIL 325	Philosophy of Religion	3
or		
PHIL 402	The Problem of God	3
PHIL 330	Theory of Knowledge	3
or		
PHIL 335	Philosophy of Science	3
PHIL 408	Metaphysics	3

3. Select three *history of philosophy* courses with at least two from Group A:

Group A		Credits
PHIL 308	Ancient Philosophy	3
PHIL 309	Medieval Philosophy	3
PHIL 311	Modern Philosophy	3
PHIL 322	Existentialism	3
or		
PHIL 405	Contemporary Continental Philosophy	3
Group B		
PHIL 312	Eastern Philosophies	3
PHIL 313	Studies in the History of Philosophy	3
PHIL 314	Seminar in the History of Philosophy	3
PHIL 326	A Philosophy of Reverence	3

4. Complete the following advanced course, in which students deal creatively with a philosophical issue:

		Credits
PHIL 475	Senior Seminar	3

5. Select three electives from any of the courses listed above or any of the following:

		Credits
PHIL 202	Symbolic Logic	3
PHIL 206	Contemporary Moral Issues	3
PHIL 209	Philosophy and Culture	3
PHIL 220	Work and the Public Good	3
PHIL 301	Violence and Nonviolence	3
PHIL 303	Philosophy of Education	3
PHIL 306	Animals and Ethics	3
PHIL 310	Philosophical Topics	3
PHIL 315	Life and Death Issues in Health Care	3
PHIL 316	Philosophy and Feminism	3
PHIL 318	Environmental Responsibility	3
PHIL 319	Law and Morality	3
PHIL 320	African-American Philosophy	3
PHIL 321	Love, Marriage and Family	3
PHIL 328	Tragic and Comic Views of Life	3
PHIL 450	Philosophical Concepts in Literature	3
PHIL 490	Independent Study	1-3

Minor in Philosophy

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Arts In Philosophy

A total of 120 hours is needed for graduation in the philosophy curriculum. The following is a sample sequence of courses for students majoring in philosophy. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
PHIL 101	Introduction to Philosophy	3
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IIIA Elective	4
	Group IB Elective	3
		16
PHIL XXX	Classical Core	3
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Group IIIB Elective	3
	Group IIB Elective	3
		15
SOPHOMORE YEAR		
PHIL XXX	History of Philosophy, Group A	3
PHIL XXX	Philosophy Elective	3
ENGL XXX	Literature	3
	Group IIIA Elective	4
	Group IIB Elective	3
		16
PHEC 106	Personalized Health Fitness	3
PHIL XXX	Classical Core	3
	Group IIB Elective	3
	Group IIIC Elective	3
	Elective	3
		15
JUNIOR YEAR		
PHIL XXX	History of Philosophy, Group A	3
PHIL XXX	Philosophy Elective	3
	Electives	9
		15
PHIL XXX	Classical Core	3
PHIL XXX	History of Philosophy	3
	Electives	9
		15
SENIOR YEAR		
PHIL XXX	Philosophy Elective	3
	Electives	12
		15
PHIL 475	Senior Seminar	3
	Electives	10
		13

Political Science

Chair
Professor Harry Basehart, Ph.D.; *state and local politics, research methods*
Professor
Gregory Cashman, Ph.D.; *international relations, European and Russian politics*
Associate Professor
Michael O'Loughlin, Ph.D.; *political theory, American public policy*
Assistant Professors
Erin M. Fitzsimmons, J.D. ; *environmental law and policy, legal process and politics*
Leonard C. Robinson, Ph.D.; *international relations, Middle Eastern politics*

The Department of Political Science offers a program leading to the Bachelor of Arts in political science, which furthers the understanding of political processes and structures at the local, national and international levels. Central concerns include the relationship between governmental leaders and citizens, the relationships between nations and the effect on politics of economic, social and cultural forces.

The study of political science is a basis for citizens' responsible political participation and critical thinking, particularly in analyzing public policies. Internship and international field study courses provide hands-on experiences in the real political world.

Political science prepares students for law school and graduate programs in political science, international studies, public administration and policy sciences. Careers for political science majors include government service (local, state or federal level), law, law enforcement, journalism, political campaign management, the military, intelligence agencies and lobbying.

Major in Political Science

All political science majors must meet the following requirements:

1. Complete with minimum grades of C at least 34 credit hours in political science with at least 19 hours at the 300/400 level.

2. Complete the following political science core:

		Credits
POSC 101	Introduction to Politics and Government	3
POSC 110	American National Government	3
POSC 300	Methods of Empirical Political Analysis	4

(POSC 101 and 110 should be taken in the freshman year and POSC 300 in the junior year.)

3. Complete an additional 12 credit hours with one course from each of the following fields (distribution requirements):

Comparative Politics		Credits
POSC 310	Comparative European Government	3
POSC 311	Comparative Government of Developing Nations	3
POSC 313	Comparative Politics of the Middle East	3
POSC 390	International Field Study	3-6
POSC 417	Russia and the Soviet Union	3
International Politics/Foreign Policy		
POSC 210	Introduction to International Relations	3
POSC 213	War and Peace in the Middle East	3
POSC 215	American Foreign Policy	3
POSC 409	Causes of War	3
POSC 411	International Law	3
POSC 413	International Political Economy	3
POSC 415	United Nations System	3
Political Theory		
POSC 200	Political Ideologies	3
POSC 370	Democracy	3
POSC 401	Political Theory	3
American Politics/Public Policy		
POSC 102	Contemporary Issues	3
POSC 202	State and Local Government in the U.S.	3
POSC 230	Judicial Process and Politics	3
POSC 260	Politics of the Chesapeake Bay	3
POSC 301	Political Parties and Pressure Groups	3
POSC 315	The Presidency in American Politics	3
POSC 320	Public Policy Analysis	3
POSC 330	American Constitutional Development	3
POSC 340	Political Science Internship	3
POSC 341	Political Science Internship Seminar	3
POSC 360	Environmental Policy	3
POSC 430	The Congress in American Politics	3
POSC 440	Public Administration	3
POSC 450	Civil Rights and Liberties.	3
POSC 460	Environmental Law	3

4. Satisfy the requirements below for the traditional major or one of the tracks.

Traditional Major

In addition to core and distribution requirements, students must complete 12 credit hours in political science.

Applied Politics Track

In addition to core and distribution requirements, students must meet the following requirements:

1. Complete these courses:

		Credits
POSC 340	Political Science Internship	3
ENGL 306	Writing for the Disciplines	3
or		
CMAT 246	Journalism	3
or		
CMAT 443	Public Relations	3
MATH 155	Modern Statistics with Computers	3

2. Select 12 credits from the following list:*

		Credits
POSC 202	State and Local Government in the U.S.	3
POSC 301	Political Parties and Pressure Groups	3
POSC 315	The Presidency in American Politics	3
POSC 320	Public Policy Analysis	3
POSC 430	The Congress in American Politics	3
POSC 440	Public Administration	3

* one of these courses can also be used to fulfill the major requirement of one course from the American Politics/Public Policy field

Environmental Policy Track

In addition to core and distribution requirements, students must meet the following requirements:

1. Complete these courses:

		Credits
POSC 260	Politics of the Chesapeake Bay	3
POSC 320	* Public Policy Analysis	3
POSC 360	Environmental Policy	3
BIOL 225	Ecology	3

* also fulfills the major requirement of one course from the American Politics/Public Policy field

2. Select six hours from the following:

		Credits
POSC 202	State and Local Government in the U.S.	3
POSC 440	Public Administration	3
POSC 460	Environmental Law	3

3. Select three hours from the following:

		Credits
ECON 415	Environmental Economics	3
GEOG 402	Environmental Planning	3
GEOG 404	Rural Settlement and Land Use	3
GEOG 406	Regional Planning	3
GEOG 408	Urban Planning	3

International and Comparative Politics Track

In addition to core and distribution requirements, students must fulfill the following:

1. Complete this course:

		Credits
POSC 210	*Introduction to International Relations	3

* also fulfills the major requirement of one course from the International Politics/Foreign Policy field

2. Select 18 credits from the following list with at least 12 hours in political science courses:

		Credits
ECON 402	Comparative Economic Systems	3
ECON 411	Economic Development	3
ECON 441	International Economics	3
GEOG 301	World Regions	3
HIST 421	Europe in the Twentieth Century	3
HIST XXX	Contemporary history of a geographic region other than the U.S., for example, HIST 364: Modern Japan	
POSC 213	War and Peace in the Middle East	3
POSC 215	American Foreign Policy	3
POSC 310	Comparative European Government	3
POSC 311	Comparative Government of Developing Nations	3
POSC 313	Comparative Politics of the Middle East	3
POSC 390	International Field Study	3
POSC 409	Causes of War	3
POSC 411	International Law	3
POSC 413	International Political Economy	3
POSC 415	United Nations System	3
POSC 417	Russia and the Soviet Union	3

3. Earn a grade of C or better in a 202 foreign language course or demonstrate the equivalent level of proficiency on a test administered by the Department of Modern Languages.

Minor in Political Science

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Arts In Political Science

The following is a sample sequence of courses for students majoring in political science. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
POSC 101	Introduction to Politics and Government	3
PHEC 106	Personalized Health/Fitness	3
	Group IB Elective	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
POSC 110	American National Government	3
	Group IIIA Elective	4
	General Elective	3
		16
SOPHOMORE YEAR		
ENGL XXX	Literature Elective	3
POSC XXX	200-Level Electives	6
	Group IIB Elective	3
	Group IIIB Elective	3
		15
POSC XXX	200/300-Level	3
	Group IB Elective	3
	Group IIB Elective	3
	Group IIIA Elective	4
	General Elective	3
		16
JUNIOR YEAR		
POSC 300	Methods of Empirical Political Analysis	4
	General Electives	9
	Group IIIC Elective	3
		16
POSC XXX	300/400-Level Electives	6
	General Electives	9
		15
SENIOR YEAR		
POSC XXX	300/400-Level Electives	6
	General Electives	9
		15
POSC XXX	300/400-Level Elective	3
	General Electives	12
		15

Psychology

Chair
Associate Professor Natalie W. Hopson, Ph.D.; *clinical, abnormal, women, behavioral medicine*
Professors
Edmund T. Delaney, Ph.D.; *general, abnormal psychology*
Kathleen V. Fox, Ph.D.; *educational, developmental psychology*
Robert W. Graff, Ed.D.; *counseling psychology, death education*
Natalia Hoenigmann-Lion, Ph.D.; *cognitive-behavioral interventions*
Ronald R. Ulm, Ph.D.; *experimental, learning and motivation*
George I. Whitehead, Ph.D.; *social, experimental design/analysis*
Associate Professor
J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*
Assistant Professors
Charisse Chappell, Ph.D.; *assessment*
Suzanne Osman, Ph.D., *social psychology, gender*
I. Eugene White, Ph.D.; *human sexuality, men's studies*
Alfred A. Witkofsky, Ph.D.; *experimental and physiological psychology*
Lecturer
Marta Losonczy, M.A.; *developmental, clinical*

The Department of Psychology offers a program leading to a Bachelors of Arts in psychology, providing the knowledge and skills necessary to pursue study in psychology beyond the B.A., or to obtain employment in liberal arts or human services fields. Further, the department serves non-majors fulfilling General Education, minor or other program requirements.

The Department of Psychology encourages a broad-based liberal arts background for all majors. The psychology curriculum focuses on the scientific method and its use in psychological research; examines psychological literature in areas such as developmental, physiological and social; and helps students communicate psychological information effectively.

Major in Psychology

Students must complete a minimum of the following 37 hours in psychology coursework with a grade of C or better:

1. Satisfy 16 credits in core requirements:

		Credits
PSYC 101	*General Psychology	3
PSYC 211	*Psychology and Scientific Inference	3
PSYC 220	Psychological Statistics	3
PSYC 301	Biological Basis of Behavior	3
PSYC 304	Experimental Psychology	4

* prerequisite for many of the major courses; it is recommended that psychology majors take these early in their academic career

2. Complete 21 credits in selected requirements (SR), including one course each from groups A, B, C and D; remaining hours may be taken from any of the groups:

A. Developmental Psychology		**Credits**
PSYC 300	Developmental Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3
PSYC 321	Psychology of Adolescence	3
PSYC 322	Psychology of Aging	3

B. Biological Bases of Behavior		**Credits**
PSYC 305	Psychology of Learning	3
PSYC 401	Physiological Psychology	3
PSYC 415	Motivation and Emotion	3
PSYC 450	Sensation and Perception	3

C. Psychological Theory		**Credits**
PSYC 306	Social Psychology	3
PSYC 407	Psychology of Personality	3
PSYC 408	History and Systems in Psychology	3
PSYC 409	Environmental Psychology	3
PSYC 445	Cognitive Psychology	3

D. Clinical Theory and Assessment		**Credits**
PSYC 302	Abnormal Psychology	3
PSYC 360	Clinical/Counseling Psychology	3
PSYC 403	Measurement and Evaluation	3
PSYC 423	Developmental Disabilities	3
PSYC 465	Principles and Techniques of Group Therapy	3

E. Applied Psychology		**Credits**
PSYC 333	Effective Parenting	3
PSYC 335	Basic Helping Relationships	3
PSYC 370	Psychology and the Criminal Justice System	3
PSYC 430	Applied Behavior Analysis	3

F. Special Topics		**Credits**
PSYC 215	Psychology Applied to Daily Living	3
PSYC 313	Drugs and Behavior	3
PSYC 323	Psychology of Death and Dying	3
PSYC 325	Psychology of Sexuality	3
PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
PSYC 406	Psychology of Attitudes and Attitude Change	3
PSYC 410	Multicultural Issues	3
PSYC 446	Fundamentals of Human Neuropsychology	3
PSYC 480	Art, Psychology and Visual Perception	3
PSYC 485	Psychology Practicum	3
PSYC 490	Individual Directed Study	1-3
PSYC 495	Selected Topics in Psychology	1-3
PSYC 497	Research in Psychology	3

G.		**Credits**
PSYC XXX	Psychology transfer credits	3-6

Students majoring in psychology are encouraged to enrich their educational experience by completing their selected requirements and electives with courses from one of the following tracks of study.

Human Services Track

Select four courses from the following:

		Credits
PSYC 302	Abnormal Psychology (SR-D)	3
PSYC 335	Basic Helping Relationships	3
PSYC 360	Clinical-Counseling Psychology (SR-D)	3
PSYC 407	Psychology of Personality (SR-C)	3
PSYC 410	Multicultural Issues	3

Developmental Psychology Track

Select four courses from the following:

		Credits
PSYC 300	Developmental Psychology (SR-A)	3
PSYC 320	Psychology of Infancy and Childhood (SR-A)	3
PSYC 321	Psychology of Adolescence (SR-A)	3
PSYC 322	Psychology of Aging (SR-A)	3
PSYC 323	Death and Dying	3

Biological Bases of Behavior Track

Complete the following courses:

		Credits
PSYC 301	Biological Basis of Behavior (core course)	3
PSYC 305	Psychology of Learning (SR-B)	3
PSYC 401	Physiological Psychology (SR-B)	3
PSYC 415	Motivation and Emotion (SR-B)	3
PSYC 450	Sensation and Perception (SR-B)	3

The psychology program permits a major to complete departmental requirements within approximately three years. Double majors must meet all the requirements of a regular psychology major.

Minor in Psychology

See "Undergraduate Minors" section for details.

Transfer Students

Transfer students majoring in psychology must complete a minimum of 15 hours of psychology courses at Salisbury University.

Curriculum Guide: Bachelor of Arts In Psychology

The following is a sample sequence of courses for students majoring in psychology, which requires 120 credit hours for graduation. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
PSYC 101	General Psychology	3
	Group IIIA Elective (Lab Science)	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PSYC 211	Psychology and Scientific Inference	3
PSYC XXX	*SR-A	3
	Group IIIA Elective (Lab Science)	3-4
		15-16
SOPHOMORE YEAR		
PSYC 220	Psychological Statistics	3
PSYC 301	Biological Basis of Behavior	3
	Group IB Elective	3
	Group IIB Elective	3
	Group IIIB Elective	3
		15
PSYC 304	Experimental Psychology	4
ENGL XXX	Literature Elective	3
	Group IB Elective	3
	Group IIB Elective	3
	Group IIIC Elective	3
		15
JUNIOR YEAR		
PSYC XXX	*SR	3
PSYC XXX	*SR-D	3
PSYC XXX	*SR	3
	General Electives	6
		15
PSYC XXX	*SR-C	3
PSYC XXX	*SR-B	3
PSYC XXX	*SR	3
	General Electives	6
		16
SENIOR YEAR		
	General Electives	12
	General Electives	15

* see selected requirements (SR) under Major in Psychology

Sociology

Chair
Associate Professor Charles E. Cipolla, Ph.D.; *sociology of health and illness, aging, mental disorders, community sociology*
Associate Professor
Brian D.D. Polkinghorn, Ph.D.; *international environmental conflict, third party intervention, geoscience, national security and public policy*
Assistant Professors
Timothy J. Dunn, Ph.D.; *sociological migration, criminology*
Diane S. Illig, Ph.D.; *sociology of gender, sociology of the family*
Shawn McEntee, Ph.D.; *global sociology, international inequality and stratification, international development, methods*
Allan Pappas Jr., Ph.D.; *social stratification, political sociology, sociological theory*

The Department of Sociology offers a program leading to a Bachelor of Arts in sociology, which generates interest in how the experiences and behavior of individuals are shaped by social forces. Students gain understanding of the social world they live in and learn to deal with people and organizations in their everyday lives.

Sociology is a valuable preparation for careers in a wide variety of fields including social research, criminology, demography, social psychology, public administration, gerontology, education, rehabilitation, social work and market research. It provides a useful background for law, business, medicine, community planning and politics.

Sociology prepares students for most graduate programs in the liberal arts and social sciences. Through its strong emphasis in the core areas of theory and social research, the curriculum particularly enables students to successfully study sociology beyond the B.A.

Major in Sociology

Students must complete the following 37 hours in sociology, at least 21 of which must be at the 300/400 level, with grades of C or better in each course:

1. Complete the following 22 core hours:

		Credits
SOCI 101	Introduction to Sociology	3
SOCI 331	Racial and Cultural Minorities	3
SOCI 309	Research I, Social Research Methods	3
SOCI 310	Research II, Statistical Methods	4
SOCI 421	Theory I, Foundations of Sociological Theory	3
SOCI 422	Theory II, Contemporary Sociological Theory	3
SOCI 431	Senior Seminar	3

2. Select 15 hours of sociology electives.

Major in Conflict Analysis and Dispute Resolution

See Conflict Analysis and Dispute Resolution Major section within this school for program information.

Minor in Sociology

See "Undergraduate Minors" section for details.

Minor in Conflict Resolution and Peace Studies

See "Undergraduate Minors" section for details.

Minor in Ethnic and Intercultural Studies

See "Undergraduate Minors" section for details.

Minor in Gerontology

See "Undergraduate Minors" section for details.

Transfer Students

Transfer students majoring in sociology must complete at least 15 hours in sociology at Salisbury University.

General Information

Although there are no prerequisites for many sociology courses, students are advised that 300/400-level courses are basically designed for juniors and seniors.

Departmental Honors Program

Sociology majors of outstanding ability may achieve recognition through the departmental honors program. To be considered for departmental honors, students should apply to the department chair, or be recommended to the chair by a member of the faculty, no later than the start of their senior year. The faculty will admit qualified students to SOCI 495: Independent Study for Department Honors considering each student and his/her proposal for the independent study. Students are awarded honors upon their completion of the independent study with a grade of B or better and their completion of the major coursework with a minimum 3.5 average.

Curriculum Guide: Bachelor of Arts In Sociology

The following is sample sequence of courses for students majoring in sociology, which requires 120 credit hours for graduation. Students should consult with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
SOCI 101	Introduction to Sociology	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16
SOPHOMORE YEAR		
SOCI 331	Racial and Cultural Minorities	3
ENGL XXX	Literature Elective	3
	Group IIIB Elective	3
	General Electives	6
		15
SOCI XXX	Elective	3
	Group IIIC Elective	3
	General Electives	9
		15
JUNIOR YEAR		
SOCI 309	Research I, Social Research Methods	3
	Group IIB Elective	3
	General Electives	9
		15
SOCI 310	Research II, Statistical Methods	4
	General Electives	11
		15
SENIOR YEAR		
SOCI 422	*Theory II, Contemporary Sociological Theory	3
SOCI XXX	Electives	6
	General Electives	6
		15
SOCI 421	**Theory I, Foundations of Sociological Theory	3
SOCI 415	Senior Seminar	3
SOCI XXX	Elective	3
	General Electives	6
		15

* fall semester only
** spring semester only

Theatre

Director of Theatre
Associate Professor T. Paul Pfeiffer, Ph.D.; *theatre, history, directing, costume design, English history and theatre (1066-1776)*
Professor
Andrew Hepburn, Ph.D.; *acting, movement, voice, directing*
Associate Professor
Gerald Patt Jr., M.F.A.; *design and technical theatre production*
Assistant Professor
Robert Smith, M.F.A.; *directing, 20th century theatre, critical/creative thinking skills*

The theatre major is housed within the Department of Communication and Theatre Arts. The curriculum requirements of the Bobbi Biron Theatre Program are designed to provide a sound pre-professional training ground for undergraduate students who intend to pursue the theatre either professionally or in a higher education setting. This program is designed to provide specialized pre-professional training with an emphasis on current skills. While remaining anchored in the liberal arts tradition strongly rooted in the classical theatre, the program encourages students to study in relevant fields outside of their major in order to enrich these skills and traditions. Faculty work with students individually to develop strengths and skills as well as analytical/critical depth and artistic perspective. Students are also guided in the development of a work ethic appropriate for the professional theatre.

The major in theatre is time-consuming and physically demanding. Participation in all aspects of production is required. All theatre majors must remain free to participate in weekend and evening theatre-related activities. Students are encouraged to consider this when planning academic and job-related schedules.

The Bachelor of Arts in theatre requires a minimum of 120 credit hours, of which approximately one-third are in the major, 47 hours are in General Education and the remaining are divided between the minor and elective credits.

Students in theatre will successfully complete a total of 33 credit hours in theatre with no less than 15 credit hours at the 300-400 level. All required courses for the major must be completed with grades of C or better.

Transfer students majoring in theatre are required to complete at least 12 credit hours in the upper-level theatre arts courses with grades of C or better at Salisbury University.

Theatre Core

Students must complete the following core courses:

		Credits
THEA 121	Technical Production	3
THEA 122	Movement and Performance	3
THEA 201	Voice and Diction	3
THEA 220	History of Theatre	3
THEA 222	Costuming and Theatre Crafts	3

Theatre Tracks

In addition to theatre core courses, students choose from at least 18 hours of electives in one of the tracks: performance, design/technical production or generalistic.

Performance Track

The performance track, selecting from all acting and performance-oriented courses:

		Credits
THEA 120	Introduction to Theatre	3
THEA 125	Theatre Practicum	3
THEA 223	Makeup	3
THEA 319	Advanced History	3
THEA 320	Environmental Themes	3
THEA 324	Directing	3
THEA 325	Oral Interpretation	3
THEA 326	Actor's Workshop	3
THEA 327	Readers' Theatre	3
THEA 392	Studies in Theatre	3
THEA 450	Acting Shakespeare	3
THEA 451	Acting Comedy	3
THEA 456	Children's Theatre	3
THEA 458	Radio Theatre	3
THEA 492	Independent Study	3

Design/Technical Production Track

The design and theatre track, selecting from courses and experiences in scenery, lighting and costume design and theatre production:

		Credits
THEA 120	Introduction to Theatre	3
THEA 125	Theatre Practicum	3
THEA 223	Makeup	3
THEA 319	Advanced History	3
THEA 320	Environmental Themes	3
THEA 321	Advanced Technical Production	3
THEA 323	Costume Design	3
THEA 328	Scene Design	3
THEA 329	Media Lighting	3
THEA 392	Studies in Theatre	3
THEA 492	Independent Study	3

Generalist Track

The generalist track, selecting from all courses for students who wish to pursue an individualized program of study:

		Credits
THEA 120	Introduction to Theatre	3
THEA 125	Theatre Practicum	3
THEA 222	Costuming	3
THEA 223	Makeup	3
THEA 319	Advanced History	3
THEA 320	Environmental Themes	3
THEA 321	Advanced Technical Production	3
THEA 322	Arts Administration	3
THEA 323	Costume Design	3
THEA 325	Oral Interpretation	3
THEA 326	Actor's Workshop	3
THEA 327	Readers' Theatre	3
THEA 328	Scene Design	3
THEA 392	Studies in Theatre	3
THEA 422	Internship in Arts Administration	3
THEA 424	Playwriting	3
THEA 450	Acting Shakespeare	3
THEA 451	Acting Comedy	3
THEA 456	Children's Theatre	3
THEA 458	Radio Theatre	3
THEA 492	Independent Study	3

About the Theatre Program

The Theatre Program usually mounts three main stage productions, two studio productions and one student production each season. A major musical theatre production is mounted every other spring in conjunction with the Department of Music and frequently with the Salisbury Symphony Orchestra. The program offers undergraduate students a variety of opportunities in directing, stage management, undergraduate research, creative accomplishment and all aspects of theatre.

The Theatre Program does not require auditions for admission, but potential candidates should contact the Department of Communication and Theatre Arts for additional information and contact the director of theatre to arrange an interview.

Minor in Theatre

See "Undergraduate Minors" section for details.

Graduate Degree Programs

Master of Arts in English

Graduate Program Director: William C. Horne, Ph.D.
Phone: 410-543-6447

Graduate Faculty

Elizabeth H. Curtin, D.A.; *rhetoric, composition, Writing Across the Curriculum*
Thomas L. Erskine, Ph.D.; *Renaissance/commonwealth literature, Milton, film studies*
Wavie Gibson Jr., Ph.D.; *rhetoric, composition, African-American literature*
Darrell G. Hagar, Ph.D.; *British literature, satire*
Gary M. Harrington, Ph.D.; *drama, American literature*
William C. Horne, Ph.D.; *British/Restoration/18th century and wilderness literature, satire*
John D. Kalb, Ph.D.; *American/Ethnic-American literature*
Judith E. Pike, Ph.D.; *women's/world literature, feminist theory, contemporary critical theory*
Connie L. Richards, Ph.D.; *American/Native American/Western literature, literature by American women of color*
Polly Stewart, Ph.D.; *folklore, folkways, mythology, Chaucer*
Joaquín S. Vilá, Ph.D.; *TESOL, linguistics*
Michael Waters, Ph.D.; *creative writing, American literature*
James M. Welsh, Ph.D.; *British literature, Shakespeare, drama, film studies*
John P. Wenke, Ph.D.; *19th century American literature, creative writing*
Raymond A. Whall Jr., Ph.D.; *Victorian literature, poetry, modern novel*
William F. Zak, Ph.D.; *romantic literature, poetry, Shakespeare, Greek drama*

Admission

Admission to the Master of Arts in English at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the English Department:

A. The undergraduate English major, its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.

B. A standardized entrance examination is required of all applicants: either the Graduate Record Examination General Test (GRE), the Miller Analogy Test (MAT), or first two parts of the core battery of the Professional Assessments for Beginning Teachers (Praxis). If a student has already received a graduate degree, entrance examination requirements may be waived. For the three options in the M.A. in English, examination requirements are as follows:

	Composition/ Literature Options	**TESOL Option**
Non-teaching assistant applicants:	GRE or MAT	GRE, MAT or Praxis
Teaching assistant applicants:	GRE	GRE

It is strongly recommended that students applying for the literature option also take the GRE subject test in literature. For the TESOL option, before students enroll in SCED 447, they must have received passing scores in the first two parts of the core battery of the Praxis. Entrance examination scores are considered in relationship to other admissions criteria.

C. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.

D. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English. With the approval of the graduate director, up to nine hours of graduate credit may be transferred from another institution.

Course Requirements

The M.A. in English requires completion of 33 semester hours (including 24 hours completed at SU), with a minimum of nine semester hours of English at the 500 level (does not apply to Plan D). Graduate students must maintain a cumulative average of 3.0 or higher in all courses.

Students may choose one of four ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A: Literature (Non-thesis)
   a. At least 24 semester hours of English at the 400-500 level.
   b. Six of the nine hours at the 500 level must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.
   c. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art.
2. Plan B: Literature (Thesis)
   a. At least 21 semester hours of English at the 400-500 level.
   b. Six of the nine hours at the 500 level must be in seminars in literature; these include the courses listed under Plan A above.
   c. Up to nine semester hours at the 400-500 level in one supporting discipline listed under Plan A above.
   d. Three semester hours of thesis credit (ENGL 531).

Students in plans A or B may elect to concentrate in an area compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of British, American or comparative literature; a genre of literature; or the study of composition, language and rhetoric. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third reading of the examination should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

3. Plan C: Composition, Language and Rhetoric
   a. The following 18 required semester hours in composition and language:

		Credits
ENGL 465	Research in Composition	3
ENGL 466	Current Problems in Composition	3
ENGL 514	Writing Program Issues	3
ENGL 431	Survey of Modern Grammars	3
ENGL 435	Varieties in Language	3
ENGL 530	Directed Research Capstone Project in Rhetoric, Composition and Linguistics	3

   b. The required course ENGL 463: Literary Analysis and up to 12 semester hours of 400-500 level course electives in English; six of these hours are to be in seminars in literature, including the courses listed in Plan A above. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400-500 level courses outside the English Department.

4. Plan D: TESOL
   a. The following 18 required semester hours of coursework:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 431	Survey of Modern English Grammar	3
ENGL 433	Language and Culture	3
ENGL 439	Second Language Acquisition	3
ENGL 528	ESOL Tests and Measurements	3
or		
EDUC 528	ESOL Tests and Measurements	3
SCED 447	* ESOL Methods	3

* before students enroll in SCED 447, they must have taken the above five pre- (or co-) requisite classes and have passed the Core Battery of the Praxis Series, the Professional Assessment for Beginning Teachers

   b. The remaining 15 hours selected from the following courses:

		Credits
ENGL 432	Literacy and ESOL Reading	3
or		
EDUC 432	Literacy and ESOL Reading	3
ENGL 438	Bilingualism	3
ENGL 492	Practicum	3
ENGL 434	Literacy and ESOL Writing	3
or		
EDUC 443	Literacy and ESOL Writing	3
ENGL 491	Topics in Linguistics and Language Learning	3
ENGL 533	ESOL Program Development	3
EDUC 471	Computers in Education	3
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 502	Introduction to Research	3
EDUC 504	Multicultural Education	3

EDUC 545	Learning and Instruction in the Schools	3

A student may earn the M.A. in English (TESOL concentration) and ESOL state certification most economically by completing the following requirements (51 hours):

Requirement	**Semester Hours Required**	**Fulfilled By**
Foreign Language	6	
American English and Linguistics	6	ENGL 430 ENGL 431
Cross Cultural Studies	3	ENGL 433
ESOL Tests and Measurements	3	ENGL/EDUC 528
Methods of Teaching ESOL	3	SCED 447
Language Learning	6	ENGL 491 ENGL 438 ENGL 439
Methods of Teaching Reading to LEP Students (Literacy and ESOL Reading)	3	ENGL/EDUC 432
Methods of Teaching Writing to LEP Students (Literary and ESOL Writing)	3	ENGL 434/EDUC 443
Foundations of Education, must include a Psychological Foundations of Education	6	EDUC 500, 545 or 305 EDUC 300
Student Teaching in ESOL, divided between elementary and secondary levels plus seminar. (Two years of successful teaching experience may be substituted for the student teaching experience.)	9	TBA
Graduate Credit		TBA
Special Education (introductory/survey course)	3	EDUC 467

Master of Arts in History

Graduate Program Director: Gregory C. Ference, Ph.D.
Phone: 410-543-6245

Graduate Faculty

Wayne Ackerson, Ph.D.; *African history, archaeology, British imperialism*
Robert A. Berry, Ph.D.; *Russia, Eastern Europe, Middle East, World War One*
Richard Bowler, Ph.D.; *history of science and technology, German/European history*
Gregory C. Ference, Ph.D.; *East Asia, Eastern Europe*
Dean Kotlowski, Ph.D.; *20th century U.S. political history, Latin-American history*
Michael Lewis, Ph.D.; *environmental history, wilderness*
James McCallops, Ph.D.; *women's history, gender studies, U.S. history*
Timothy Miller, Ph.D.; *Byzantine history, Medieval history, social welfare*
Melanie Perreault, Ph.D.; *colonial American*
Maarten Pereboom, Ph.D.; *U.S. foreign relations, 20th century Europe*
Clara L. Small, Ph.D.; *American Colonial history, African-American history, Civil Rights*
Bart R. Talbert, Ph.D.; *Civil War, military history, 19th century America*
G. Ray Thompson, Ph.D.; *Greek and Roman history, classical archaeology, Colonial America, local history*
Donald M. Whaley, M.A.; *19th century America, south, social/cultural history*
Jeanne Whitney, Ph.D.; *material culture, U.S. social and cultural history, local history*

Educational Objectives

The History Department offers a Master of Arts (M.A.) in history program, which aims to empower students to enrich their own lives and the life of their community through a fuller understanding of the past. The faculty believes that by giving students the tools necessary to write and teach history, we can build a community that embraces diversity. The rich resources of the local community and the Edward H. Nabb Research Center for Delmarva History and Culture provide tools for solid training in the particular problems of writing local history. The "community-as-laboratory" concept that underlies the design of this program is its energy source; within this dynamic environment students receive rigorous training in conducting research, constructing strong and persuasive arguments, and writing clearly and compellingly.

Admission

Admission to the M.A. in history at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the History Department:

A. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.

B. Any student who has completed a bachelor's degree in a major other than history should contact the history graduate program director for additional information.

C. Acceptable results on the Graduate Record Examination (GRE). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GRE, but must complete the GREs within the first six semester hours.

D. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury University, 1101 Camden Ave., Salisbury, MD 21801.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than July 1 for fall admission or November 1 for spring admission. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with representatives of the History Department to receive a copy of the department's guidelines and to begin developing a course of study.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency prior to becoming eligible for admission to candidacy. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C. Upon satisfactory completion of the nine semester hours, students may reapply to the History Department for full admission status.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework (including 21 hours completed at SU) and satisfactory performance on oral and written examinations. Students meet with their advisors early in the program to discuss their specific interests and to determine appropriate areas of concentration and a course of study, which may include writing a thesis. Each student must complete:

1. At least two research seminars (six semester hours) at the 500-level, the aim of which is to develop skills in historical research, analysis and writing.
2. At least three reading seminars (nine semester hours) at the 500 level, the aim of which is to master the historical scholarship extant in the student's chosen areas of concentration.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (six semester hours).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 400-level courses at the graduate level (three semester hours each; students must discuss additional requirements with the instructor at the beginning of the course).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

Upon completion of 21 semester hours of graduate work, students meet with their advisors to determine the specific fields in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Master of Arts in Psychology

Program Director: Charisse D. Chappell, Ph.D.
Phone: 410-543-6246

Graduate Faculty

Charisse Chappell, Ph.D.; *psychological assessment, multi-cultural issues*
J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*
Edmund Delaney, Ph.D.; *abnormal psychology, general psychology, criminal justice*
Kathleen V. Fox, Ph.D.; *educational/development psychology*
Robert W. Graff, Ed.D.; *death, dying and bereavement, applied psychology, clinical intervention skills*
Natalie W. Hopson, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*
Natalia Hoenigmann-Lion, Ph.D.; *cognitive-behavioral methods, parent-child relations*
Ronald R. Ulm, Ph.D.; *learning and motivation, substance abuse*
I. Eugene White, Ph.D.; *human sexuality, personality and psychotherapy*
George I. Whitehead, Ph.D.; *self-presentation theory, attribution theory, social comparison theory*

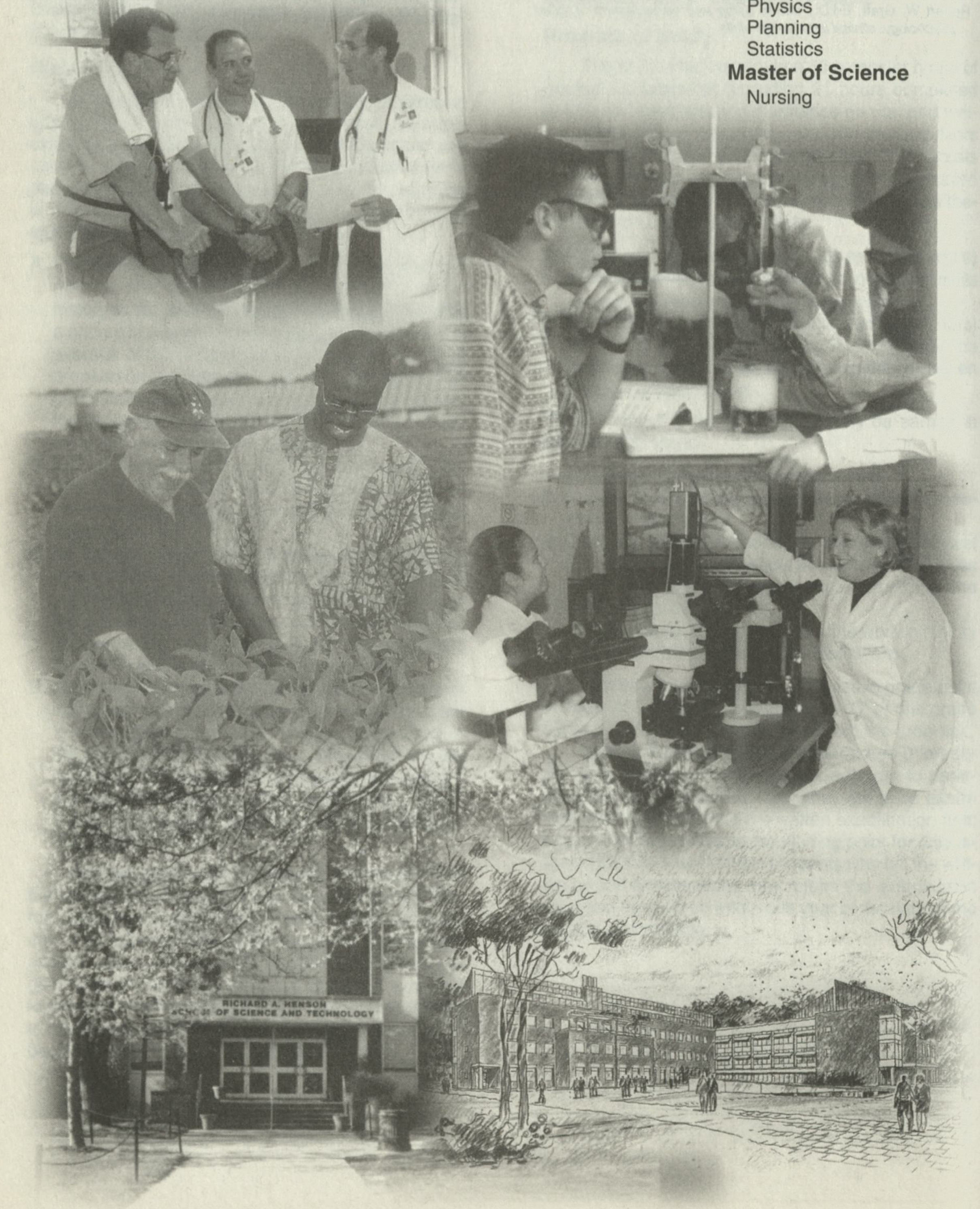
The Psychology Department no longer offers a Master of Arts (M.A.) in psychology. The program is being escrowed and no new students are being admitted. The department will meet its degree obligation to students currently enrolled in the program.

Henson School of Science and Technology

Bachelor of Science
- Biology
- Chemistry
- Clinical Laboratory Science/ Medical Technology
- Computer Science
- Dual Degree: Biology/ Environmental Marine Science
- Environmental Health Science
- Geography and Geosciences
- Mathematics
- Nursing
- Physics
- Respiratory Therapy

Minors
- Biology
- Chemistry
- Computer Science
- Environmental Studies
- Geography
- Gerontology
- Interdisciplinary Studies
- Mathematics
- Physics
- Planning
- Statistics

Master of Science
- Nursing


RICHARD A. HENSON
SCHOOL OF SCIENCE AND TECHNOLOGY

Richard A. Henson School of Science and Technology

www.salisbury.edu/schools/henson.html

Dr. Thomas W. Jones, Dean

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Dean
  Devilbiss Hall 235, 410-543-6425

Advising Coordinator
  Devilbiss Hall 138, 410-548-7711

Biological Sciences
  Devilbiss Hall 140, 410-543-6054

Chemistry
  Devilbiss Hall 302, 410-543-6480

Environmental Health Science
  Devilbiss Hall 111, 410-543-6499

Geography & Geosciences
  Devilbiss Hall 220, 410-543-6460

Health Sciences
  Clinical Laboratory Science/Medical Technology
  Power Professional Building 254, 410-543-6365
  Respiratory Therapy
  Power Professional Building 250, 410-543-6365

Mathematics and Computer Science
  Power Professional Building 101, 410-543-6471

Nursing (Undergraduate)
  Power Professional Building 201, 410-543-6401

Nursing (Graduate)
  Power Professional Building 204, 410-543-6420

Physics
  Devilbiss Hall 302, 410-543-6480

School Information

The Richard A. Henson School of Science and Technology, endowed in 1988, originally included the departments of Biological Sciences, Chemistry and Physics, Computer Science, Geography and Geosciences and Mathematics. The Department of Physics was separated from Chemistry in 1990 and the departments of Computer Science and Mathematics were combined in 1991. A dual-degree program in biology and environmental/marine science was added in 1990, a major in environmental health science approved in 1991, and a degree in computer science was added in 2000. In 1993, the former School of Nursing and Health Sciences was combined with the School of Science and Technology creating the departments of Health Sciences and Nursing.

Richard A. Henson, founder and chairman of Henson Aviation, endowed the School of Science in 1988 creating the Richard A. Henson School of Science and Technology. An avid pilot, he founded the Henson Flying Service in his hometown of Hagerstown, MD, in 1931 when he was only 21 years old. During World War II he was a test pilot for Fairchild Industries in Hagerstown, then developing and manufacturing training and fighting planes for this nation's wartime flyers. After the war he turned his ideas and expertise as a flyer toward civil aviation and in 1967 started the first commuter service for Allegheny Airlines connecting Hagerstown to Baltimore and Washington, D.C. In 1981 he moved his corporate headquarters to Salisbury describing this as "the model commuter city in the United States." After a period of phenomenal growth he sold the airline to Piedmont Aviation Inc. in 1983, which in turn was bought out by USAir in 1987. Over the last 10 years, Henson has given numerous substantial financial gifts to other local educational institutions as well as the YMCA, the Boy Scouts of America, the Peninsula Regional Medical Center and the Greater Salisbury Committee.

The Henson School's mission is to provide students with the knowledge and skills they need to function as professionals within their disciplines and as informed citizens on issues of science and technology. This knowledge and skill can serve students in recognizing, evaluating and making decisions about scientific concerns.

The curricula provide sound foundations for health science, nursing, science and mathematics and computer science majors and include courses supporting the University's General Education mission. In addition to its integral role in liberal arts education, the school provides core courses in science for several programs in other schools at the University.

Students in the Henson School of Science and Technology work closely with their advisors on curriculum, program planning and career development. Besides traditional majors in the sciences, students can select from a variety of interdisciplinary, dual-degree and pre-professional programs. Students are encouraged to engage in undergraduate research projects, internships and co-operative learning experiences. Faculty coordinators are available in each department to assist students in arranging internships and co-op experiences. Graduates from the school typically begin careers in science, technology and public education or continue their education in graduate or professional schools.

There are several scholarships relating directly to the School of Science and Technology. The endowment of the school established the Richard A. Henson Scholars Program. These scholarships are available to high-ability students majoring in any department within the school, and can be renewed annually. To encourage interest and scholarship within the field, the Tidewater Environmental Health Association established a scholarship program for students majoring in environmental health science. A unique scholarship program developed by K&L Microwave is available for students majoring in one of the sciences and minoring in one of the fields available in the Perdue School of Business. Finally, there are a number of scholarships available for students majoring in nursing and health sciences. More information is available in the "Financial Aid" section of this catalogue, and inquiries should be directed to the dean.

Specific programs within the Henson School of Science and Technology are accredited by the following professional organizations:

American Chemical Society Committee on Professional Training
Commission on Accreditation of Allied Health Education Programs
National Accrediting Agency for Clinical Laboratory Sciences
National Environmental Health Science and Protection Accreditation Council
National League for Nursing Accrediting Commission

Undergraduate Degree Programs

Biological Sciences

Chair
Associate Professor Ellen M. Lawler, Ph.D.; *ornithology, pathophysiology*
Professors
Augustine G. DiGiovanna, Ph.D.; *biology of humans, aging*
William L. Grogan, Ph.D.; *entomology, evolutionary biology*
Harry E. Womack, Ph.D.; *ecology, parasitology*
Associate Professors
Christopher H. Briand, Ph.D.; *plant morphology/anatomy*
Mark F. Frana, Ph.D.; *microbiology, molecular/cell biology*
Stephen C. Gehnrich, Ph.D.; *anatomy, physiology*
Paul A. Grecay, Ph.D.; *marine ecology, ichthyology*
Mark A. Holland, Ph.D.; *plant/molecular biology, genetics*
Elichia A. Venso, Ph.D.; *environmental health, air and water quality, environmental radioactivity*
Theodore R. Wiberg, Ph.D.; *respiratory physiology*
Assistant Professors
Ann M. Barse, Ph.D.; *fish and parasite ecology*
Herbert G. Chew Jr., Ph.D.; *cardiovascular/nervous system physiology*
Clement L. Counts, Ph.D.; (joint appointment with UMES) *marine science, ecology*
Elizabeth A.B. Emmert, Ph.D.; *microbiology*
Samuel Geleta, Ph.D.; *plant/soil science, agronomy*
Kimberly L. Hunter, Ph.D.; *plant population genetics, polyploidy in plants*
Roman V. Jesien, Ph.D. (joint appointment with UMES); *natural sciences*
Claudia Morrison-Parker, Ph.D.; *general biology, animal behavior*
Judith M. Stribling, Ph.D.; *wetland biogeochemistry, plant ecology*
E. Eugene Williams, Ph.D.; *cell biology, membrane biochemistry*
Lecturers
Joan E. Maloof, Ph.D.; *pollination biology, rare plant identification*
Charles H. Neal Jr., M.Ed.; *human anatomy, physiology*
Barbara J. Pollock, Ph.D.; *genetics, microbiology*
Betty Lou Smith, M.Ed.; *general biology*

The Department of Biological Sciences offers degrees in the biological sciences, environmental health science and, through cooperation with the University of Maryland Eastern Shore, a program leading to dual degrees in biology and environmental/marine science. The department's mission is threefold:

1. Help students majoring in biology and associated health disciplines, environmental health and environmental/marine science prepare for advanced degree work or post-graduate employment.
2. Help students not majoring in science develop appreciation and fundamental knowledge of the principles governing life.
3. Nourish in all students the ability to apply the scientific process and to think critically about contemporary problems in the biological sciences.

The department shares the University's commitment to developing in students the fundamental communication skills that characterize educated persons and the technical knowledge and skills that will allow them to become outstanding professional biologists.

The biology program consists primarily of a traditional science curriculum, educating students to work as professional biologists in many prominent sub-disciplines. The environmental health science degree (see page 165) and the environmental/marine science dual degree programs are applied programs leading to graduate school or employment in these areas.

The Department of Biological Sciences operates under the guidelines "Resolutions on the Use of Animals in Research, Testing and Education" as adopted in 1990 by the American Association for the Advancement of Science (AAAS).

Major in Biology

Students majoring in biology must complete a minimum of 40 credit hours in biology with a 2.0, including the following:

1. Complete the following biology core:

		Credits
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	4
BIOL 225	Ecology	4
BIOL 350	Cell Biology	4
BIOL 360	Genetic Analysis	3
or		
BIOL 370	Molecular Genetics	3
BIOL 418	Biology Seminar	1
BIOL 422	Vertebrate Physiology	4
or		
BIOL 430	Plant Physiology	4
or		
BIOL 215	Human Anatomy and Physiology	4
and		
BIOL 216	Human Anatomy and Physiology	4

Biology majors are required to achieve a grade of "C" or better in BIOL 121 and 122 before enrolling in any biology courses for which they are a prerequisite. Grades of "C" or better in these two courses are also required by the department for students graduating as majors.

2. Complete an additional 16 hours of approved biology credit, 12 hours of which must be at the 300/400 level. Approved courses include ENVH 210, 301 and 302.
3. Satisfy the following related science courses:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4

4. Satisfy the following math requirement:

MATH 155	Modern Statistics	3
or		
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4

5. Complete one of the following physical science courses:

GEOG 105	Introduction to Physical Geography	4
GEOG 200	Applications in GIS	3
GEOG 401	Soil, Water and Environment	3
GEOL 103	Introduction to Physical Geology	3
PHYS 121	General Physics I	4
PHYS 221	Physics I	4

The following courses are highly recommended for all biology majors as is a year of physics since they are usually required for graduate study in the discipline:

		Credits
CHEM 222	Organic Chemistry II	4
CHEM 407	Biochemistry	4

The following courses may be taken as general electives, but are not acceptable for credit toward a major in biology:

		Credits
BIOL 101	Fundamentals of Biology	4
BIOL 105	Biology and Society	3
BIOL 110	Human Biology	4
BIOL 217	Nutrition	3
BIOL 219	Biology of Human Aging	3
BIOL 220	Humans and the Environment	4
BIOL 416	Research in Biology	3
BIOL 419	Biology Seminar	1
BIOL 450	Internship	1-3

In addition to satisfying departmental requirements, students majoring in biology are encouraged to enrich their educational experience by completing a track of study related to their interests and needs:

Botany Track

		Credits
BIOL 312	Plant Taxonomy	3
BIOL 324	Plant Morphology	3
BIOL 325	Plant Anatomy	4
BIOL 412	Algae and Fungi	4
BIOL 430	Plant Physiology	4

Microbiology Track

		Credits
BIOL 211	Microbiology	4
BIOL 322	Parasitology	3
BIOL 323	Medical Microbiology	4
BIOL 333	Immunology	4
BIOL 445	Virology	3

Zoology Track

		Credits
BIOL 313	Comparative Anatomy	4
BIOL 316	General Entomology	3
BIOL 320	Biology of the Vertebrates	3
BIOL 321	Invertebrate Zoology	3
BIOL 411	Vertebrate Embryology	4
BIOL 422	Vertebrate Physiology	4

Pre-professional Track

Pre-professional students select their courses according to the admission demands of the professional schools in their areas of interest with the advice of the health professions advisors of the Henson School of Science and Technology Health Programs Committee. These advisors can assist students in developing pre-professional tracks for medicine, dentistry, veterinary medicine, optometry and podiatric medicine. See the "Pre-professional Programs" section of this catalogue for more information.

Accelerated Professional Programs

The Department of Biological Sciences and the University of Maryland at Baltimore (UMAB) Dental Hygiene Department offer a program that qualifies students to apply for entrance to UMAB's dental hygiene program. Students at SU are guided in career and course election and in completing practical experience in dental hygiene. UMAB dental-hygiene faculty visit the SU campus to meet with students. Qualified students enter UMAB in their junior year and graduate with University of Maryland bachelor's degrees.

SU also has seven-year programs with the Pennsylvania College of Optometry, the Pennsylvania College of Podiatric Medicine and the University of Maryland Dental School that lead to the Bachelor of Science and Doctor of Optometry, Podiatric Medicine or Dental Surgery. Normally students take eight years to earn these two degrees when schools are not affiliated.

Teacher Certification

Students seeking certification to teach biology in secondary schools must meet all major requirements with the following specific and additional requirements in related sciences. Students may repeat education courses only once.

		Credits
BIOL 115/ MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
or		
CHEM 207	Laboratory Safety	1

Students must also fulfill the math requirement by choosing one of the following courses:

		Credits
MATH 155	Modern Statistics	3
MATH 160	Introduction to Applied Calculus	3
MATH 201	Calculus I	4

In addition, students must also complete the following courses with a grade of C or better (exception: PSYC 101):

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 374	Science and Reading Methods: Part I	3
SCED 474	Science and Reading Methods: Part II	3

Students must also complete the following courses:

		Credits
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in biology, including transfer credits.
4. Show satisfactory results on the PRAXIS I as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Students majoring in biology, secondary education track, should obtain the program curriculum guide and seek advisement from the biological science education specialist in the Department of Biological Sciences.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Dual Degree Program in Biology And Environmental/Marine Science

SU and UMES offer a dual-degree program in biology and environmental/marine science. Students from SU who complete the program receive a Bachelor of Science in biology from SU and a Bachelor of Science in environmental science with the marine ecology option from UMES.

Students wishing to enroll in this program are initially registered as pre-dual degree majors (pre-ENVS) and enter the dual degree program once they have completed BIOL 121, BIOL 122, CHEM 121 and CHEM 122 with a combined GPA of 2.5 or higher.

These students pursue their biology major at SU, completing all biology major requirements with the following modifications:

1. SU students take a minimum of 23 semester credit hours on the UMES campus. As part of the 16 hours of biology elective requirements, SU students must take the following courses:

		Credits
BIOL 201*	Marine Zoology	4
BIOL 202*	Marine Botany	4
BIOL 401	Wetland Ecology	4
BIOL 410	Estuarine Biology	3

2. In addition to completing requirements for the biology major, SU students are required to complete the following courses:

		Credits
ENVS 202*	Oceanography	4
ENVS 221*	Principles of Environmental Science	4
ENVS 411*	Water Pollution	4
or		
ENVS 434*	Air Pollution	4
ENVS 460*	Earth Science	4
GEOG 105	Introduction to Physical Geography	4
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
MATH 155	Modern Statistics with Computer Analysis	3
MATH 201	Calculus I	4
or		
MATH 160	Introduction to Applied Calculus	3
XXX XXX	** Environmental Elective	3

* offered at UMES only; "C" or better required

** select one from GEOG 200, 321, 401, 402; or CHEM 381; ECON 415; or POSC 460

NOTE: Because course numbers may not be the same at both institutions it is important that students check their program plans carefully with their advisors.

The checksheet/curriculum guide for the program is available from the departments of Biological Sciences at both Salisbury University and the University of Maryland Eastern Shore.

Minor in Biology

See "Undergraduate Minors" section for details.

Transfer Students

Transfer students seeking the degree in biology must complete a minimum of 15 credit hours of courses in biology at Salisbury University.

Curriculum Guide: Bachelor of Science In Biology

The following is a sample sequence of courses for students majoring in biology. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 121	Biological Principles and Processes	4
CHEM 121	General Chemistry I	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
		14
BIOL 122	Biological Principles and Processes	4
CHEM 122	General Chemistry II	4
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
		17
SOPHOMORE YEAR		
BIOL 225	Ecology	4
CHEM 221	Organic Chemistry I	4
	General Education Electives	6
		14
BIOL 350	Cell Biology	4
CHEM 222	**Organic Chemistry II	4
BIOL XXX	Biology Elective	4
	Math Elective	3-4
		15-16
JUNIOR YEAR		
BIOL 360	Genetic Analysis	3
or		
BIOL 370	Molecular Genetics	3
BIOL XXX	Biology Elective	4
	General Education Elective	6
	*Physical Science Elective	3-4
		16-17
BIOL XXX	Biology Elective	4
	Group IIB Elective	3
	General Education Elective	3
	Electives	4
		14
SENIOR YEAR		
BIOL 418	Biology Seminar	1
	***Physiology Core Requirement	4-8
	General Education Elective	3
	Electives	8
		16
CHEM 417	**Biochemistry	4
BIOL XXX	Biology Electives	5
	Electives	8
		17

* one course from GEOG 105, GEOG 200, GEOG 401, GEOL 103, PHYS 121, PHYS 221

** strongly recommended but not required

*** if BIOL 215 is selected, 216 must also be taken

Chemistry

Chair
Associate Professor David F. Rieck, Ph.D.; *inorganic chemistry*
Professors
Frederick A. Kundell, Ph.D.; *physical chemistry*
Edward G. Senkbeil, Ph.D.; *biochemistry*
Edward T. Shaffer, Ph.D.; *organic chemistry*
John L. Tyvoll, Ph.D.; *analytical chemistry*
Assistant Professors
Anita Brown, Ph.D.; *computational chemistry*
E.J. Crane, Ph.D.; *biochemistry*
Miguel O. Mitchell, Ph.D.; *organic chemistry*
Lecturers
Mary Antlfinger-Norton, M.Ed.; *chemistry education*
Mindy Howard, M.S.; *chemistry*
Wayne L. Shelton, M.Ed.; *environmental chemistry*

The Chemistry Department offers different tracks leading to the Bachelor of Science in chemistry, including two American Chemical Society (ACS)-certified programs.

The department's curricula foster the development and expression (verbal and written) of rational thought.

The faculty attempt to impart an understanding and appreciation of chemistry along with the knowledge, safe laboratory skills and personal integrity necessary for students to be productive members of the larger community of professional chemists. Because chemistry is an experimental discipline, the laboratory experience fosters a sense of self-confidence and independence, as well as an appreciation for the importance of original investigation. Since the study of chemistry is discovery-based, the department is committed to providing meaningful and interesting research experiences in well-equipped laboratories.

Major in Chemistry

The Chemistry Department offers a broad selection of tracks for students seeking careers in chemistry and the physical sciences. The Bachelor of Science in chemistry requires a minimum of 120 credits for graduation. Chemistry majors must have at least a C average in the math and science courses required by the major. Transfer students majoring in chemistry are required to complete at least 15 hours in chemistry at Salisbury University. With the proper selection of electives, a chemistry major can be used for entry into the professional programs of dentistry, medicine, veterinary medicine, pharmacy or patent law (see "Preprofessional Programs" section).

All chemistry majors must complete the following core courses. In addition, each major must satisfy the additional requirements for the chosen track as outlined below.

Chemistry Core Courses

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 321	Analytical Chemistry	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
PHYS 221	Physics I *	4
PHYS 223	Physics II *	4

*Students in the accelerated tracks (described below) may take PHYS 121 or PHYS 221

** Students in the accelerated tracks (described below) may take PHYS 123 or PHYS 223

In addition to completing these core courses, students must complete their major in one of six ways: traditional chemistry track, ACS chemistry track, biochemistry track, ACS biochemistry track, teacher certification track, pre-engineering track, or an accelerated track.

Traditional Chemistry Track

This is a baccalaureate track designed for direct entry into the chemistry profession.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	1-3
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	4
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 415	Seminar	2
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 121	Biological Principles and Processes	4
or		
BIOL 122	Biological Principles and Processes	4
PHYS 309	Mathematical Physics	3

American Chemical Society Chemistry Track

The ACS certified degree is widely recognized in the chemistry profession as a standard of excellence. This track is designed for motivated students with good scholastic records who intend to enter graduate programs in chemistry or closely related fields.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemsitry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 381	Environmental Chemistry	3
or		
CHEM 408	Polymer Chemistry	3
or		
CHEM 412	Organic Chemistry III	3
or		
CHEM 499	Special Topics in Chemistry	3
CHEM 410	Chemical Research	3
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 121	Biological Principles and Processes	4
or		
BIOL 122	Biological Principles and Processes	4
PHYS 309	Mathematical Physics	3

Biochemistry Track

The biochemistry track is designed for students interested in developing a deeper understanding of biochemical principles and engaging in more advanced biochemistry laboratory experiences. This track provides a diversified background for postgraduate health-related programs, such as dentistry, medicine, or veterinary medicine (see "Preprofessional Programs" section). When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	3
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	
BIOL 350	Cell Biology	4
or		
BIOL 370	Molecular Genetics *	3
BIOL 3XX	Biology Elective *	3
or		
BIOL 4XX	Biology Elective *	3

*minimum of seven credits in upper-level biology courses including one course with lab

American Chemical Society Biochemistry Track

The ACS certified chemistry degree/biochemistry track is designed for highly motivated chemistry majors seeking a curriculum emphasizing biochemistry. This option is well suited for students who intend to enter graduate programs in biochemistry or closely related fields. When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemsitry	3
CHEM 410	Chemical Research	3
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
PHYS 309	Mathematical Physics	3
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	4
BIOL 350	Cell Biology	4
BIOL 370	Molecular Genetics	3

Teacher Certification Track

The teacher certification track is a Maryland State Department of Education -approved teacher education program, which certifies students to teach chemistry in the secondary schools. Students must complete CMAT 250 and all EDUC and SCED courses with grades of C or better (exception: PSYC 101, SCED 433). Students may repeat education courses only once.

		Credits
CHEM 107	Chemistry: A Humanistic Perspective	4
or		
CHEM 109	Energy and the Environment	4
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 417	Biochemsitry I	4
BIOL 101	Fundamentals of Biology	4
PHYS 309	Mathematical Physics	3
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation (2 semesters)	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 374	Science and Reading Methods in Secondary Schools, Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12
SCED 474	Science and Reading Methods in the Secondary School, Part II	3

In order to enroll in professional education program courses, students must:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum GPA of 2.50, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in chemistry, including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain other written approval of the application from their advisor(s).

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Pre-engineering Track

The pre-engineering track is a 3-2 dual-degree program in cooperation with the University of Maryland and Widener University (see Dual-Degree Engineering Majors).

		Credits
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
COSC 120	Computer Programming	4
PHYS 313	Prevention and Treatment of Athletic Injuries	3
ECON 211	Micro-Economic Principles	3
or		
ECON 212	Macro-Economic Principles	3
ENGR 110	Statics	3
ENGR 221	Dynamics	3

Prior to entering the engineering program at the receiving institution, students must complete all SU general education and other graduation requirements. In addition, students must complete at least 30 hours of course work at the receiving institution.

Pre-professional Track

Students interested in pursuing postgraduate professional school programs (medicine, dentistry, veterinary medicine, pharmacy, optometry and podiatric medicine) may earn a chemistry degree. With the advice of a health profession advisor on the Henson School of Science and Technology Programs Committee, these students select their courses according to the admission demands of the professional schools in their areas of interest. See the "Preprofessional Programs" section of this catalogue for more information.

Accelerated Professional Tracks

The University has cooperative agreements with the Pennsylvania College of Optometry, the University of Maryland School of Pharmacy, and the Pennsylvania College of Podiatric Medicine that lead to the Doctor of Optometry, Doctor of Pharmacy, or Doctor of Podiatry. Normally, when schools are not affiliated, students require eight years to earn a baccalaureate and a doctorate degree, but in the accelerated tracks, students may earn both degrees in seven years.

In an accelerated track a student completes three years of study at SU and then, if accepted, the student may enter a professional school during what would have been the fourth year of study at SU. While at SU, students complete the core courses identified above as well as the additional requirements listed for the appropriate selection given below. Students also must complete all SU general education requirements prior to entering a program at a professional school. Please note that completion of SU requirements does not guarantee admission into a graduate program. After successful completion of the first year of study at professional school, usually, students receive the baccalaureate degree in Chemistry from Salisbury University. See the "Preprofessional Programs" section of this catalogue for more information.

The SU requirements for these accelerated tracks (after completion of the chemistry core courses) are outlined below.

Pharmacy		**Credits**
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	4
BIOL 121	Biological Principles and Processes	4
or		
BIOL 122	Biological Principles and Processes	4
BIOL 211	Microbiology	4

Optometry		**Credits**
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	4
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	4
BIOL 211	Microbiology	4
PSYC 101	General Psychology	3

Podiatry		**Credits**
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	4

Minor in Chemistry

See "Undergraduate Minors" section of this catalogue for details.

Curriculum Guide: Bachelor of Science in Chemistry

The following is a sample sequence of courses for students pursuing the ACS-certified degree in chemistry. Checklists for each of the chemistry major tracks are available in the Chemistry Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
CHEM 121	General Chemistry I	4
ENGL 101	Composition I	3
HIST 101	World Civilization	3
MATH 201	Calculus I	4

CHEM 122	General Chemistry II	4
ENGL 102	Composition II	3
HIST 102	World Civilization	3
MATH 202	Calculus II	4
	Group IB Elective	3

SOPHOMORE YEAR		
CHEM 221	Organic Chemistry I	4
PHYS 221	Physics I	4
ENGL XXX	Literature Elective	3
	Group IIB Elective	3

CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 222	Organic Chemistry II	4
PHYS 223	Physics II	4
BIOL 121	Biological Principles and Processes	4
or		
BIOL 122	Biological Principles and Processes	4

JUNIOR YEAR		
CHEM 321	Analytical Chemistry	4
CHEM 341	Physical Chemistry I	3
PHYS 309	Mathematical Physics	3
	Group IB Elective	3
	Group II Elective	3

CHEM 333	Instrumental Analysis	3
CHEM 342	Physical Chemistry II	3
CHEM 417	Biochemistry I	4
PHEC 106	Personalized Health/Fitness	3
	Group IIB Elective	3

SENIOR YEAR		
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	3
CHEM 441	Advanced Experimental Chemistry I	4
	Electives	3

CHEM 410	Chemical Research	3
CHEM 415	Seminar	2
CHEM 442	Advanced Experimental Chemistry II	4
CHEM XXX	Chemistry Elective	3
	Electives	3

Computer Science

Program Director

Assistant Professor Malcolm Morrison, Ph.D.; *software engineering, knowledge-based systems, computational linguistics, natural language processing*

Professors

Homer W. Austin, Ph.D.; *mathematics education, statistics*
Donald C. Cathcart, Ed.D.; *mathematics education, modeling*
E. Lee May Jr., Ph.D.; *functional analysis, operator theory*
David L. Parker, Ph.D.; *topology, artificial intelligence*
Kathleen M. Shannon, Ph.D.; *numerical analysis, critical thinking, mathematics*
Robert M. Tardiff, Ph.D.; *probability, applied mathematics*

Associate Professors

Thomas A. Anastasio, Ph.D.; *data structures, parallel processing, object-oriented graphical user interfaces*
Steven M. Hetzler, Ph.D.; *dynamical systems*
Thomas O. Horseman, M.S.; *structured programming, scientific computing*
Philip E. Luft, Ph.D.; *engineering mathematics, signal processing*
Mohammad Moazzam, Ph.D.; *differential equations, numerical analysis*
Barbara A. Wainwright, Ph.D.; *statistics, mathematics education*

Assistant Professors

Michael J. Bardzell, Ph.D.; *algebra*
Harel Barzilai, Ph.D.; *mathematics education, DNA computing, topology*
Dean DeFino, M.S.; *computer architecture, compiler construction*
Kurt E. Ludwick, Ph.D.; *analytic number theory, modular forms, modular integrals*
Donald E. Spickler Jr., Ph.D.; *algebra, geometry*

Lecturer

Christopher J. Lewis, M.A.; *mathematics/topology*

The major in computer science, which includes a minor in mathematics, emphasizes software development principles throughout the curriculum and prepares students for graduate study or for careers in computer science, software development or systems analysis. The department provides up-to-date programs as well as undergraduate research, internships and consulting opportunities

The computer science major requires 18 courses (60-62 credits) arranged in four components:

I. Mathematics Core for computer science (18 credits) which completes a minor in mathematics;
II. Lower-Division Computer Science Core (12 credits);
III. Upper-Division Computer Science Core (18 credits); and
IV. Four upper-level electives (12-14 credits, selected with the guidance of a faculty advisor).

All required mathematics and computer science courses and all upper-level electives must be completed with grades of C or better (or pass if they are offered only on a pass-fail basis). No course may be taken until all prerequisite courses have been completed with grades of C or better.

Transfer students majoring in computer science are required to complete at least 12 hours of upper-level computer science courses with grades of C or better at Salisbury University.

Students may not receive credit for computer science courses which are prerequisites for or equivalent to computer science courses for which they have already received native or transfer credit.

I. Mathematics Core for computer science:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	3
MATH 213	Statistical Thinking	4
MATH 306	Linear Algebra	3

II. Lower-Division Computer Science Core:

		Credits
COSC 120	Computer Programming	4
COSC 220	Data Structures and Algorithm Analysis	4
COSC 250	Microcomputer Organization	4

III. Upper-Division Computer Science Core:

		Credits
COSC 320	Advanced Data Structures and Algorithm Analysis	3
COSC 350	Systems Software	3
COSC 362	Mathematical Foundations of Computer Science	3
COSC 425	Software Engineering I	3
COSC 426	Software Engineering II	3
COSC 450	Operating Systems	3

IV. Four upper-level electives from the following:

		Credits
COSC 380	Internship*	3
COSC 390	Undergraduate Research Project*	3
COSC 422	Organization of Programming Languages	3
COSC 456	Computer Architecture	3
COSC 482	Computer Graphics	3
COSC 490	Special Topics	3
COSC 495	Directed Consulting*	4
ISMN 385	Telecommunication Systems Management**	3
ISMN 386	Database Management Systems**	3
MATH 471	Numerical Methods**	3
PHYS 322	Digital Electronics**	4
PHYS 411	Microprocessor Architecture**	3
PHYS 412	Microcomputer Interfacing**	3

or other COSC, ISMN, MATH or PHYS courses approved by the chair, including those courses offered at other universities

* COSC 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level electives

** these courses have prerequisites which are not listed among the courses required in the major

Curriculum Guide: Bachelor of Science in Computer Science

The course offerings in the computer science program permit students to complete degree requirements within four years. Below is a sample sequence of courses for a computer science major.

Calculus and computer programming courses are time-intensive, and students are advised to plan their schedule accordingly, particularly in their first semester. Students who do not take MATH 201 or COSC 120 in their first semester will likely be advised to take three or four computer science courses in each semester during their final two years. Students who are not comfortable with personal computer operation (including windowing, file and directory/folder manipulation, word processing, etc.) or who desire an overview of the computer science discipline should take COSC 116 instead of COSC 120 in their first semester.

College algebra, geometry and trigonometry are prerequisites for all the mathematics courses in this program. Students who have not mastered any of these subjects should take MATH 140 instead of MATH 201 in their first semester.

FRESHMAN YEAR		**Credits**
MATH 201*	Calculus I	4
COSC 120*	Computer Programming	4
	General Education Courses	6-7
		14-15

* see notes above regarding these courses

MATH 202	Calculus II	4
COSC 220	Data Structures and Algorithm Analysis	4
	General Education Courses	6-7
		14-15

SOPHOMORE YEAR		
MATH 210	Introduction to Discrete Mathematics	3
COSC 320	Advanced Data Structures and Algorithm Analysis	3
	General Education Courses	7-8
		13-14

COSC 250	Microcomputer Organization	4
COSC 362	Mathematical Foundations of Computer Science	3
MATH 306	Linear Algebra	3
	General Education Courses	4-7
		14-17

JUNIOR YEAR		
COSC 350	Systems Software	3
MATH 213	Statistical Thinking	4
	Electives and General Education Courses	8-10
		15-17

COSC 450	Operating Systems	3
COSC XXX	Upper-Level Elective	3
COSC XXX	Upper-Level Elective	3
	Electives and General Education Courses	6-7
		15-16

SENIOR YEAR		
COSC 425	Software Engineering I	3
COSC XXX	Upper-Level Elective	3
	Electives	9-10
		15-16

COSC 426	Software Engineering II	3
COSC XXX	Upper-Level Elective	3
	Electives	9-10
		15-16

Minor in Computer Science

See "Undergraduate Minors" section for details.

Environmental Health Science

Program Director

Associate Professor Elichia A. Venso, Ph.D.; *exposure assessment; environmental radioactivity, DNA fingerprinting of bacterial sources*

Environmental health science is an interdisciplinary science that draws on the basic principles of biology, chemistry, physics, the geosciences and mathematics to identify, characterize, assess and control the impact of environmental factors on human health and for environmental protection. Salisbury University offers a four-year program leading to the Bachelor of Science in environmental health science. (The program is accredited by the National Environmental Health Science and Protection Accreditation Council.) The environmental health science degree plan combines the General Education experience with a strong foundation in the biological, physical, geo and mathematical sciences. Environmental health science is housed in the Biology Department.

Major in Environmental Health Science

Bachelor of Science requirements for an environmental health science major include the following:

1. Complete the following 32 core credits:

		Credits
ENVH 210	Introduction to Environmental Health	3
ENVH 301	Principles of Epidemiology	3
ENVH 302	Food Aspects of Environmental Health	3
ENVH 320	Safety and Occupational Health	3
ENVH 330	Solid/Hazardous Waste Management	3
ENVH 425	Toxicology	3
ENVS 430	Ground and Surface Water Quality	4
ENVS 440	Air Quality	4
ENVH 475	Environmental Health Field Studies	6

2. Complete an additional 48-49 related science credits:

		Credits
BIOL 121	Biological Principles and Processes	4
BIOL 122	Biological Principles and Processes	4
BIOL 211	Microbiology	4
COSC 116	Introduction to Computer Systems	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
GEOG 200	Applications in Geographic Information Systems	3
or		
GEOG 319	Geographic Information Systems	3
GEOG 401	Soil, Water and Environment	3
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	4
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4

Curriculum Guide: Bachelor of Science in Environmental Health Science

The following is a suggested sequence of courses for students majoring in environmental health science. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 121	Biological Principles and Processes	4
CHEM 121	General Chemistry I	4
COSC 116	Introduction to Computer Systems	4
ENGL 101	Composition I	3
		15
BIOL 122	Biological Principles and Processes	4
CHEM 122	General Chemistry II	4
MATH XXX	Statistics	3-4
ENGL 102	Composition II	3
		14-15
SOPHOMORE YEAR		
ENVH 210	Introduction to Environmental Health	3
BIOL 211	Microbiology	4
CHEM 221	Organic Chemistry I	4
CMAT 100	Fundamentals of Communication	3
		14
ENVH 301	Principles of Epidemiology	3
ENGL XXX	English Literature	3
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4
PHEC 106	Personalized Health/Fitness	3
		12-13
JUNIOR YEAR		
ENVH 330	Solid/Hazardous Waste	3
PHYS 121	General Physics I	4
	Group IB Elective	3
	Group IIB Electives	6
		16
ENVH 302	Food Aspects of Environmental Health	3
ENVH 320	Safety and Occupational Health	3
PHYS 123	General Physics II	4
GEOG 200	Geographic Information Systems	3
	Group IIB Elective	3
		16
SUMMER OF JUNIOR YEAR		
ENVH 475	Environmental Health Field Studies	6
SENIOR YEAR		
ENVH 430	Ground and Surface Water Quality	4
GEOG 401	Soil, Water, and Environment	3
HIST 101	World Civilizations I	3
	Elective (minor discipline)	3-4
		13-14
ENVH 440	Air Quality	4
ENVH 425	Toxicology	3
HIST 102	World Civilizations	3
	Elective (minor discipline)	3-4
		13-14

Geography and Geosciences

Chair
Associate Professor Calvin R. Thomas, Ph.D.; *resource management, rural land use, U.S. and Canada*
Professors
Michael E. Folkoff, Ph.D.; *soils, hydrology, cartography*
J. Chapman McGrew Jr., Ph.D.; *spatial analysis, environmental planning*
Robert A. Rosing, Ph.D.; *economic, regional planning*
Associate Professors
Xingzhi Mara Chen, Ph.D.; *GIS, remote sensing, environmental geology*
Brent Skeeter, Ph.D.; *climatology, meteorology*
Assistant Professors
Michael S. Scott, Ph.D.; *GIS, environmental hazards, cartography, remote sensing*
Lecturer
Daniel W. Harris, M.A.; *physical, climatology, meteorology*

The Department of Geography and Geosciences offers a program leading to a Bachelor of Science in geography, a discipline which examines the spatial patterns and interactions of natural, cultural and socioeconomic phenomena on the earth's surface. Geography embraces aspects of both the physical and the social sciences. This integrative, spatial perspective finds concrete expression in land use management—regional/urban planning and development.

Major in Geography

Bachelor of Science requirements for a geography major include the following:

1. Complete the following core courses:

		Credits
GEOG 200	Applications in Geographic Information Systems	3
or		
GEOG 319	Geographic Information Systems	4
GEOG 201	Physical Geography/Weather and Climate	4
GEOG 203	Economic Geography	3
GEOG 204	Spatial Analysis	4
GEOG 301	World Regions	3
GEOG 414	Research and Writing	3
GEOL 103	Introduction to Physical Geology	4

2. Satisfy 15 semester hours of electives in geography, at least 12 semester hours of which must be at the 300/400 level and must include at least six semester hours in non-methodology courses.
3. Complete at least three semester hours in statistics:

		Credits
MATH 155	Modern Statistics with Computer Analysis	3

All courses applied to the major must be completed with grades of C or better. The Department of Geography and Geosciences recommends that the lower-division core courses be completed prior to GEOG 414 and all other upper-division courses. Except for GEOG 204 and 414, the core courses may be taken in any order and a student may register for more than one in a given semester.

Transfer students must complete a minimum of 15 semester hours with grades of C or better in geography at Salisbury University, at least 12 semester hours of which must be at the 300/400 level. Geography majors seeking certification for teaching in either the elementary or secondary school must meet additional requirements in education. Students pursuing either of these alternatives should contact the Education Department for advisement early in their program.

While geography majors must satisfy departmental requirements, they are encouraged to develop a program suitable to their individual needs. The department has four designated options: mapping sciences and computer applications, environmental planning and resource management, earth and atmospheric sciences, and individualized. Each is designed to provide flexible, yet directed preparation toward specific employment opportunities as well as appropriate background for related graduate work. Students seeking guidance about the options, graduate study or career programs should see a departmental advisor.

Minor in Geography

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Science In Geography

The following is a sample sequence of courses for students majoring in geography. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
GEOG XXX	*Geography Core Requirement	3-4
PHEC 106	Personalized Health/Fitness	3
	Group IIIA Elective	3-4
		15-17
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
GEOG XXX	*Geography Core Requirement	3-4
	+Group IB Elective	3
	Group IIB Elective	3
		15-16
SOPHOMORE YEAR		
MATH 155	Modern Statistics with Computer Analysis	3
	Literature Elective	3
	*Geography Core Requirement	3-4
	Group IIIA Elective	3-4
	Group IIB Elective	3
		15-17
GEOG 204	Spatial Analysis	4
GEOG XXX	*Geography Core Requirement	3-4
COSC 116	Introduction to Computer Systems	4
or		
COSC 118	Introductory Scientific Programming with Visual Basic	3
or		
COSC 120	Computer Programming	4
	Group IB Elective	3
		14-15
JUNIOR YEAR		
GEOG XXX	Upper-Level Geography Elective	3
GEOG XXX	*Geography Core Requirement	3-4
	General Elective	9
		15-16
MATH 313	++Survey Design and Sampling	3
GEOG XXX	Upper-Level Geography Electives	9
	General Elective	3
		15
SENIOR YEAR		
GEOG 414	Research and Writing	3
GEOG XXX	Upper-Level Geography Elective	3
	General Electives	9
		15
GEOG XXX	Upper-Level Geography Electives	9
	General Electives	6
		15

* select from GEOL 103 or GEOG 200 or 319, 201, 203 and 301 (may be taken in any order)
+ CMAT 100: Fundamentals of Speech recommended
++ recommended but not required for all geography majors

Health Sciences

Chair
Associate Professor Johanna W. Laird, M.S.; *transfusion services, clinical chemistry, urinalysis and body fluids*

The Department of Health Sciences consists of programs in clinical laboratory science/medical technology and respiratory therapy. Each provides coursework in the basic sciences, General Education and specialized areas which prepare graduates for national certification in their fields of study. Health sciences students must have an aptitude for science and a good working knowledge of chemistry, biology, physiology and microbiology.

During the first two years of each program, students take prerequisite and General Education courses. The last two years comprise the professional core, offering courses in the major with student laboratories accompanied by rotations through clinical facilities. The courses prepare students to practice in laboratory science or respiratory care under the guidance and supervision of professionals during internships in "real world" environments.

Clinical Laboratory Science/ Medical Technology

Program Director
Assistant Professor Johanna W. Laird, M.S.; *transfusion services, clinical chemistry*
Associate Professor
Diane L. Davis, Ph.D. (clinical coordinator); *clinical chemistry, immunology*
Assistant Professor
Cynthia C. Cowall, M.Ed.; *hematology, clinical microbiology*
Clinical Professor
Steven Moore, M.D. (medical director); *pathology*

The Department of Health Sciences offers a program leading to the Bachelor of Science in clinical laboratory science/medical technology, which has traditionally been known as the branch of medicine dealing with the performance of laboratory analyses used in the diagnosis, prognosis and treatment of disease, as well as the maintenance of health. This definition is rapidly undergoing expansion due to the diverse employment opportunities available to clinical laboratory science/medical technology graduates.

The American Society of Clinical Laboratory Science labels graduates "clinical laboratory scientists," since they are prepared for employment or further education in a broad spectrum of areas related to laboratory analysis. Graduates seek careers in clinical settings (hospitals or private laboratories performing tests related to disease conditions in humans and animals), industry (marketing, pharmaceutical, biomedical technology, occupational health, research and development, and quality assurance), research science, health care administration (infection control, health promotion, laboratory consultation) or public health (epidemiology, crime laboratory science, Peace Corps). Many graduates continue education in medicine, dentistry, health law or other graduate programs.

SU's program provides courses in the basic sciences of chemistry and biology, General Education and specialized areas such as microbiology, immunology, clinical chemistry, hematology, transfusion services and management. Computerization, mathematics, instrumentation and writing are integrated into the curriculum. The diverse courses are coupled with opportunities to practice these studies in actual clinical laboratories. It is highly recommended that students wishing to pursue the degree seek academic advisement early.

The Bachelor of Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Graduates are eligible to take certification examinations offered by various national organizations such as the American Society of Clinical Pathologists (ASCP) and the National Credentialing Agency for Laboratory Personnel (NCALP).

Major in Clinical Laboratory Science/ Medical Technology

The program consists of a basic two-year curriculum of General Education experience and support courses in the biological and physical sciences (lower-division core) followed by two years of professional instruction and training (upper-division core). A total of 120 credit hours is required for graduation in clinical laboratory science/medical technology.

1. Selected science and math courses must be completed:

		Credits
BIOL 121	Biological Principles and Processes	4
and		
BIOL 122	Biological Principles and Processes	4
or		
BIOL 215	*Human Anatomy and Physiology	4
and		
BIOL 216	*Human Anatomy and Physiology	4
BIOL 211	Microbiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
MATH 155	Modern Statistics with Computer Analysis	3

*students may take a full year of anatomy and physiology to substitute for BIOL 121 and 122

2. Complete the following program courses with the grade of "C" or better:

MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 311	Clinical Microbiology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 341	Clinical Biochemistry I	5
MDTC 401	Hematology II	3
MDTC 402	Hematology III	3
MDTC 403	Urine and Body Fluid Analysis	1
MDTC 411	Clinical Microbiology II	4
MDTC 412	Clinical Microbiology III	3
MDTC 413	Clinical Immunology	1
MDTC 431	Introduction to Transfusion Services	3
MDTC 432	Clinical Practice in Transfusion Services	3
MDTC 441	Clinical Biochemistry II	4
MDTC 442	Automated Clinical Chemistry	2
MDTC 443	Special Clinical Chemistry	3
MDTC 461	Organization and Management of the Laboratory	2
MDTC 471	Clinical Seminar	1

Pre-health Professional Preparation

Students pursuing pre-health options such as pre-medicine need to take courses that meet requirements for specific schools. Selection of courses should be coordinated with the Health Professions Advisory Committee of the Henson School of Science and Technology. These advisors can assist students in meeting these specific requirements. Please see the Pre-professional Programs section of this catalogue for more information.

General Information

Advanced standing will be granted to those individuals who meet acceptable criteria of the University. Applicants who hold certification as medical laboratory technicians may be offered advanced status. Methods include CLEP, transfer of academic credit from accredited institutions and credit for prior life and work experiences.

In their junior and senior years, students must register for and satisfactorily complete three semesters of didactic study, a senior winter term of clinical rotation and a semester of full-time clinical experience at approved clinical affiliates of the program which may include Peninsula Regional Medical Center, Memorial Hospital at Easton, Shore Health Laboratories, Nanticoke Memorial Hospital,Shore Memorial Hospital, Atlantic General Hospital and Dorchester General Hospital. Students are responsible for registration fees for fall and spring semesters and winter term, and for registration fees, housing, meals and transportation during the winter term and clinical experience semester. In addition, it is each student's responsibility to have all appropriate vaccinations including the hepatitis B vaccine and a physical examination performed by a personal physician during the senior year prior to clinical rotations.

Placement and progression in courses are determined by program policies. For detailed policies, consult the program handbook, available in the office of the program director.

Major requirements completed seven years prior to admission must be updated in a manner acceptable to NAACLS. Evaluations will be performed on an individual basis.

Admission to Upper Division

Students should declare a major in clinical laboratory science/medical technology early in their academic careers to assure appropriate advisement.

Admission to the upper-division (professional) component of the program during the spring of the sophomore year, is based on satisfactory completion of (or a plan to complete) the lower-division core as well as on professional and technical aptitude for the field.

Students should be aware that there are physical, mental, and emotional demands in the field. A description of the essential functions required by the program is available in the admissions policy. Applicants are required to acknowledge, in writing, that they are aware of these essential functions prior to beginning the program.

Space in the upper division is limited each year; therefore, students should seek admission early. Admission is not guaranteed, even with satisfactory completion of the lower division. To receive a copy of the admission requirements please contact the program office at 410-543-6364 or the department office at 410-543-6365.

Other Science Majors

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for elective credit if they have an interest in clinical laboratory medicine. Eligibility for ASCP categorical certification in one area such as clinical microbiology, clinical chemistry or hematology can be earned by taking an approved plan of courses.

Curriculum Guide: Bachelor of Science In Clinical Laboratory Science/Medical Technology

Students should complete the first two years of coursework as outlined in the curriculum guide prior to beginning the junior year.

The following curriculum plan is subject to revision to reflect current trends and accreditation requirements. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 121	* Biological Principles and Processes	4
CHEM 121	General Chemistry	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
		15
BIOL 122	* Biological Principles and Processes	4
CHEM 122	General Chemistry	4
ENGL 102	Composition II	3
PHEC 106	Personalized Health/Fitness	3
		14

* Students can take the BIOL 215/216 Anatomy and Physiology sequence in place of BIOL 121/122

SOPHOMORE YEAR		
CHEM 221	Organic Chemistry I	4
MATH 155	Modern Statistics With Computer Analysis	3
ENGL XXX	Literature Elective	3
	Group IB Elective	3
	Group IIB Elective	3
		16
BIOL 211	Microbiology	4
HIST 102	World Civilizations	3
	Group IB Elective	3
	Group IIB Elective	3
CHEM 222	Organic Chemistry II (for chemistry minors and pre-health)	4
		13-17

JUNIOR YEAR		
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 331	Diagnostic Immunology	4
	Group IIB Elective	3
	Elective	3
		14
MDTC 301	Hematology I	4
MDTC 311	Clinical Microbiology I	4
MDTC 341	Clinical Biochemistry I	5
	Group IIB Elective	3
		16

SENIOR YEAR		
MDTC 401	Hematology II	3
MDTC 411	Clinical Microbiology II	4
MDTC 431	Introduction to Transfusion Services	3
MDTC 441	Clinical Biochemistry II	4
		14
MDTC 402	Hematology III	3
MDTC 403	Urine and Body Fluid Analysis	1
MDTC 412	Clinical Microbiology III	3
MDTC 413	Clinical Immunology	1
MDTC 432	Clinical Practice in Transfusion Services	3
MDTC 442	Automated Clinical Chemistry	2
MDTC 443	Special Clinical Chemistry	3
MDTC 461	Organization and Management of the Laboratory	2
MDTC 471	Clinical Seminar	1
		19

NOTE: Transfer students and medical laboratory technicians should seek individual advisement from the program to prevent duplication of coursework and/or experiences.

Respiratory Therapy

Program Director
Associate Professor Sidney Schneider, Ph.D., RRT, RPFT; *adult/pediatric/neonatal respiratory care, pulmonary function testing, health/fitness*
Clinical Education Director
Assistant Professor Robert Joyner, Ph.D., RRT, *cardiopulmonary critical care/pharmacology*
Associate Professor
Theodore Wiberg, Ph.D., RRT; *cardiopulmonary physiology*
Medical Directors
Adjunct Professor C. Rodney Layton Jr., M.D., certifications from National Board of Medical Examiners, American Board of Internal Medicine (Parts I & II); pulmonary disease
Adjunct Professor William J. Nagel, M.D., certifications from American Board-Internal Medicine, American Board-Pulmonary Diseases
Lecturers
Lisa Joyner, B.S., RRT
Marcy Disbennett, B.S., RRT

The Department of Health Sciences offers a program leading to the Bachelor of Science in respiratory therapy, preparing highly trained health care practitioners who administer care to patients with disorders of the cardiopulmonary system.

Respiratory care is both a diagnostic and therapeutic specialty using specialized equipment and technological procedures. The practice includes the administration of gas mixtures by various appliances, application of mechanical ventilators to assist or control breathing, maintenance of airways, administration of drugs by inhalation, assistance with cardiopulmonary resuscitation, monitoring of heart and lung functions of critically ill patients, and evaluation of patients in the cardiopulmonary laboratories.

Major in Respiratory Therapy

A total of 120 credit hours is required for the baccalaureate degree. The four-year curriculum includes General Education experiences and support courses in the biological and physical sciences as well as professional instruction and training in respiratory care.

1. Complete selected science and math courses:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 155	Modern Statistics	3
PHYS 121	General Physics	4
or		
COSC 116	Introduction to Computer Systems	4

2. Complete the following program courses with the grade of "C" or better:

		Credits
RESP 210	Foundation Studies in Respiratory Therapy	3
RESP 301	Patient Care Procedures	4
RESP 302	Basic Respiratory Procedures/Clinical Practicum	5
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 321	Advanced Respiratory Care	4
RESP 322	Pharmacology	3
RESP 323	Clinical Practicum II	5
RESP 400	Fundamentals of Respiratory Care Research	2
RESP 401	Neonatal and Pediatric Respiratory Care	3
RESP 402	Cardiopulmonary Diagnostics and Rehabilitation	4
RESP 403	Clinical Practicum III	5
RESP 404	Management Practices in Health Services	3
RESP 420	Respiratory Care Seminar	3
RESP 421	Studies in Respiratory Care	2
RESP 424	Critical Care Specialization	5
RESP 425	Diagnostics Specialization	3

Students are required to satisfactorily complete prerequisite courses prior to admission to the professional program. All major requirements must be completed within seven years prior to senior level respiratory therapy experiences. To receive a copy of admission and progression policies, please contact the Respiratory Therapy Department at 410-543-6365. In the final two years of the program, students must complete practical experiences at clinical affiliates such as Peninsula Regional Medical Center, Memorial Hospital at Easton or other clinical sites. Satisfactory completion of the program will qualify students to sit for the National Board of Respiratory Care entry-level and subsequent registry exams.

General Information

A major in respiratory therapy may be declared at any time prior to the clinical experience. However, students with a sincere interest in the profession are encouraged to declare a major early in the college experience in order to take advantage of professional advising and program planning.

Students wishing to obtain the baccalaureate degree who hold associate degrees or who have previously been either certified respiratory therapists (CRT) or registered respiratory therapists (RRT) may apply for advanced standing in the major. Each applicant will be evaluated on an individual basis to determine class standing within the major, and the evaluation process may employ challenge examination, demonstration of proficiency and registry evaluation.

Curriculum Guide: Bachelor of Science In Respiratory Therapy

The following is a sample sequence of courses for students majoring in respiratory therapy. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PSYC 101	General Psychology	3
CHEM 121	General Chemistry	4
	Group IB Elective	3
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
CHEM 122	General Chemistry	4
BIOL 215	Human Anatomy and Physiology	4
	Group IIB Elective	3
		17
SOPHOMORE YEAR		
BIOL 211	Microbiology	4
BIOL 216	Anatomy and Physiology	4
PHYS 121	General Physics	4
or		
COSC 116	Introduction to Computer Systems	4
PHEC 106	Personalized Health/Fitness	3
		15
MATH 155	Modern Statistics with Computer Analysis	3
ENGL XXX	Literature Elective	3
SOCI XXX	Sociology Elective	3
RESP 210	Foundation Studies in Respiratory Therapy	3
	Group IB Elective	3
		15
JUNIOR YEAR (Foundations of Respiratory Care)		
RESP 301	Patient Care Procedures	4
RESP 302	Basic Respiratory Procedures/Clinical Practicum	5
RESP 303	Cardiopulmonary Physiology	3
		12
RESP 304	Cardiopulmonary Disease	3
RESP 321	Advanced Respiratory Care	4
RESP 322	Pharmacology	3
RESP 323	Clinical Practicum II	5
		15
SENIOR YEAR (Critical Care Concepts)		
RESP 400	Fundamentals of Research in Respiratory Care	2
RESP 401	Pediatric Respiratory Care	3
RESP 402	Pulmonary Diag. and Rehabilitation	4
RESP 403	Clinical Practicum III	5
RESP 404	Management Practices in Health Sciences	3
		17
RESP 420	Respiratory Care Seminar	3
RESP 421	Study in Respiratory Care	2
RESP 424	Critical Care Specialization	5
RESP 425	Diagnostic Specialization	3
		13
Electives		
RESP 300	Special Topics	2
RESP 422	Management Specialization	4
RESP 423	Education Specialization	4
RESP 490	Independent Study	1-3

Mathematics

Chair
Professor Kathleen M. Shannon, Ph.D.; *numerical analysis, critical thinking and mathematics*
Professors
Homer W. Austin, Ph.D.; *mathematics education, statistics*
Donald C. Cathcart, Ed.D.; *mathematics education, modeling*
E. Lee May Jr., Ph.D.; *functional analysis, operator theory*
David L. Parker, Ph.D.; *topology, artificial intelligence*

Robert M. Tardiff, Ph.D.; *probability, applied mathematics*
Associate Professors
Thomas A. Anastasio, Ph.D.; *data structures, parallel processing, object-oriented graphical user interfaces*
Steven M. Hetzler, Ph.D.; *dynamical systems*
Thomas O. Horseman, M.S.; *structured programming, scientific computing*
Kurt E. Ludwick, Ph.D.; *analytic number theory, modular forms, modular integrals*
Philip E. Luft, Ph.D.; *engineering mathematics, signal processing*
Mohammad Moazzam, Ph.D.; *differential equations, numerical analysis*
Donald E. Spickler Jr., Ph.D.; *algebra, geometry*
Barbara A. Wainwright, Ph.D.; *statistics, mathematics education*
Assistant Professors
Michael J. Bardzell, Ph.D.; *algebra*
Harel Barzilai, Ph.D.; *mathematics education, DNA computing, topology*
Dean DeFino, M.S.; *computer architecture, compiler construction*
Malcolm Morrison, Ph.D.; *software engineering, knowledge-based systems, computational linguistics, natural language processing*
Lecturers
Christopher J. Lewis, M.A.; *mathematics/topology*

The Department of Mathematics and Computer Science offers programs leading to the Bachelor of Science in mathematics, including concentrations in computer science and statistics, and to the Bachelor of Science in computer science. The department introduces students to the beauty and utility of mathematics, statistics and computer science in an environment that enhances learning experiences inside and outside the classroom. The department provides up-to-date programs as well as undergraduate research, internship and consulting opportunities.

The major in mathematics encourages students to examine the relationships among pure mathematics, applied mathematics, statistics and computer science. It provides a foundation for graduate work or careers in applied mathematics, statistics, computer science, actuarial science or secondary education. The major in computer science, which includes a minor in mathematics, emphasizes software development principles throughout the curriculum and prepares students for graduate study or for careers in computer science, software development or systems analysis.

Major in Mathematics

All students must complete the following mathematics major core:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	3
MATH 213	Statistical Thinking	4
MATH 306	Linear Algebra	3
MATH 310	Calculus III	4
COSC 120	Computer Programming	4

Students then complete their major in one of five ways: traditional option, applied option, computer science concentration, statistics concentration or teacher certification. By proper choice of electives, it is possible to complete both the traditional option and the applied option without additional credit hours. (See the department for appropriate checklists and advisement.) All required mathematics and computer science courses must be completed with grades of C or better. Some concentrations or tracks may accept the nontraditional courses MATH/COSC 380, 390, 495, but in no case may more than one or the repetition of one count toward the requirements for the major in mathematics.

Traditional Option

In addition to completing the mathematics major core, students must complete these three courses:

		Credits
MATH 311	Differential Equations I	4
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3

and must complete a two-semester sequence at the 400-level by taking one of the following:

		Credits
MATH 414	Mathematical Statistics II	3
MATH 442	Abstract Algebra II	3
MATH 452	Analysis II	3

In addition, they must take three more upper-level MATH electives, at least two at the 400 level.

Applied Option

In addition to completing the mathematics major core, students must complete these two courses:

		Credits
MATH 311	Differential Equations I	4
MATH 451	Analysis I	3

and one of these modeling courses:

		Credits
MATH 460	Operations Research	3
MATH 465	Mathematical Models and Applications	3

and this numerical methods courses:

		Credits
MATH 471	Numerical Methods	3

and study the application of mathematics, either by completing one of these courses:

		Credits
MATH/ COSC 380	Internship	3
MATH/ COSC 495	Directed Consulting	4

or by completing nine credits in any one HEGIS code (not MATH) which applies mathematics and which has been approved in advance by the student's academic advisor.

In addition students must take two 400-level MATH electives.

Computer Science Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

1. Complete the following courses:

		Credits
COSC 220	Data Structures and Algorithm Analysis	4
COSC 250	Microcomputer Organization	4
COSC 320	Advanced Data Structures and Algorithm Analysis	3
COSC/ MATH 362	Mathematical Foundations of Computer Science	3

2. Complete either of the following pairs of courses:

		Credits
COSC 425	Software Engineering I	3
and		
COSC 426	Software Engineering II	3
or		
COSC 350	Systems Software	3
and		
COSC 450	Operating Systems	3

3. Complete two additional upper-level MATH or COSC elective courses.
4. Complete three additional upper-level MATH elective courses, two of which must be at the 400 level.

NOTE: COSC/MATH 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level COSC or MATH electives.

Statistics Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

1. Complete the following courses:

		Credits
MATH 313	Survey Design and Sampling	3
MATH 314	Intermediate Applied Statistics	3
MATH 413	Mathematical Statistics I	3
MATH 414	Mathematical Statistics II	3
MATH 493	Advanced Topics in Statistics	3
MATH 3XX	Math Elective	3
or		
MATH 4XX	Math Elective	3
MATH 4XX	Math Elective	3

MATH 380/390/495 may not be used to satisfy the above electives.

2. Satisfy one of the following field experiences:

		Credits
MATH 380	Internship	3
MATH 390	Undergraduate Research Project	3
MATH 495	Directed Consulting	4

Teacher Certification

Mathematics students will be certified to teach mathematics at the secondary level by completing the mathematics major core and by fulfilling the following requirements:

1. Complete one elective mathematics course at the 300 level or higher.
2. Complete five upper-level courses as follows:

		Credits
MATH 406	Geometric Structures	3
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3
MATH 460	Operations Research	3
or		
MATH 465	Mathematical Models and Applications	3
MATH 480	History of Mathematics	3

3. Satisfy the following education requirements with a grade of C or better (exception: PSYC 101 and SCED 433):*

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 373	Mathematics and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 456	Extended Directed Teaching in the Secondary School	12
SCED 473	Mathematics and Reading Methods: Part II	3

*students may repeat EDUC/SCED courses only once

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum GPA of 2.50 including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in math including transfer grades.
4. Show satisfactory results on the PRAXIS I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

In July 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours course work in reading. The secondary education program was approved by the Maryland State Department of Education as a program that satisfies this mandate through program integration.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix D.

Major in Computer Science

See Computer Science Major section within this school for program information.

Minor in Mathematics

See "Undergraduate Minors" section for details.

Minor in Statistics

See "Undergraduate Minors" section for details.

General Information

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all other math courses.

Transfer students majoring in mathematics are required to complete at least 12 hours of upper-level courses in mathematics with grades of C or better at Salisbury University.

Students may not receive credit for math courses which are prerequisites for or equivalent to math courses for which they have already received native or transfer credit.

Curriculum Guide: Bachelor of Science in Mathematics

The mathematics program is designed to permit students to complete degree requirements within approximately four years. Beyond the first three semesters students should select courses appropriate to their individual programs of study (as detailed above).

The following is a sample sequence of courses for students majoring in mathematics. However the variety of options within the major and the different interests and backgrounds of students in the program make this sequence inappropriate for many mathematics majors. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
MATH 201	Calculus I	4
COSC 120	Computer Programming	4
or		
COSC 116	*Introduction to Computer Systems	4
	General Education Courses	6-7
		14-15
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	3
MATH 213	Statistical Thinking	
or		
COSC 120	*Computer Programming	4
	General Education Course	3-4
		14-15
SOPHOMORE YEAR		
MATH 310	Calculus III	4
MATH 306	Linear Algebra	3
	General Education or EDUC Courses	7-8
		14-15
	MATH, COSC, or EDUC Courses	6-7
	Electives and General Education Courses	9
		15-16
JUNIOR YEAR		
	MATH, COSC, or EDUC Courses	6-7
	Electives and General Education Courses	9
		15-16
	MATH, COSC, or EDUC Courses	6-7
	Electives and General Education Courses	9
		15-16
SENIOR YEAR		
	MATH, COSC, or EDUC Courses	6-7
	Electives	9
		15-16
	MATH, COSC, or EDUC Courses	6-7
	Electives	9
		15-16

* students without prior computer expertise are advised to complete COSC 116 prior to enrolling in COSC 120

Nursing

Chair
Associate Professor Elizabeth A. Seldomridge, Ph.D.; *adult health*
Professors
Karen K. Badros, Ed.D., CFNP; *nursing education, administration*
Karin E. Johnson, Dr.P.H.; *adolescent health*
Elizabeth A. Rankin, Ph.D; *psychiatric/mental health*
Associate Professors
Ruth Carroll, Ph.D.; *family research, death and dying*
Dorothea McDowell, Ph.D.; *informatics, adult health*
Catherine M. Walsh, Ph.D.; *health promotion, critical thinking*
Assistant Professors
Susan B. Battistoni, Ph.D.; *adult health, oncology*
Voncelia S. Brown, M.S.; *community health*
Nancy Elizabeth Drewer, M.S., CFNP; *adult and community health*
Mary K. Kane, M.S.N., CFNP; *psychiatric mental health*
Kathleen Lanigan, Ph.D.; *adult health, pediatrics*
Tereza G. Sidrak, M.S.; *pediatric nursing*
Instructors
Michele I. Bracken, B.S., M.S., CNP; *women's health, adult health*
Mary C. DiBartolo, Ph.D.; *adult health, administration*
Lecturer
William T. Campbell, B.S.N., M.S.; *adult health, pediatrics*

The Department of Nursing offers three routes to the Bachelor of Science in nursing: one for traditional undergraduate students, a second for registered nurse students and a third for non-nursing college graduates. The primary mission of the department is to facilitate a liberal and professional education that provides opportunities for professional development and self-actualization. Besides educating students in the practice of professional nursing, the department promotes the health of the people in the region through education, service and research. In addition, the department seeks to provide leadership in the development and dissemination of nursing knowledge focused on the changing health care needs of the rural region.

The nursing program is designed to prepare a generalist practitioner qualified to provide professional nursing care to individuals, families and communities at all levels of wellness in a variety of health care settings; promote the quality, availability and accessibility of nursing education and nursing care; and provide quality education for students as a basis for graduate study in nursing.

Educational preparation for nursing involves a sequence of learning experiences in a variety of health care settings with clients of all age groups, of multicultural backgrounds and of various socioeconomic levels.

The program is fully accredited by the National League for Nursing and the Maryland Board of Nursing Accrediting Commission (NLNAC). Graduates are eligible to take state board examinations for licensure as registered nurses.

Admission to the Nursing Major

Students are admitted to the nursing program in one of three ways:

Incoming freshmen are automatically admitted to the nursing program. Their place in the junior year is guaranteed provided that they maintain a GPA of 2.5 each semester while enrolled in pre-nursing courses.

Students who transfer to SU with a GPA of 3.25 and 24 earned college credits are guaranteed admission to the nursing program. Once at SU, they must maintain a GPA of 2.5 each semester while enrolled in pre-nursing courses.

All other students with a minimum GPA of 2.5 may apply to the nursing program by February 15 for admission the following September. Students will be considered on a competitive basis.

General Education credit may be transferred to Salisbury University from other accredited colleges and universities and credit earned by CLEP examination is acceptable. Lower-division nursing courses are not transferable. Upper-division nursing courses taken at other accredited colleges and universities will be evaluated by the Nursing Department on an individual basis.

Major in Nursing

The nursing program includes a General Education component, support courses in the natural and behavioral sciences, and a series of upper-division nursing courses for a total of 123 semester hours. The minimum acceptable grade for BIOL 334: Pathophysiology, and all required nursing courses, is C.

Requirements in nursing are subject to change in order to meet standards established by external accrediting agencies. Nursing majors must satisfy the following requirements:

1. Complete the following nursing core:

		Credits
NURS 309	Foundations for Professional Nursing	3
NURS 310	Care of Adults I	3
NURS 311	Adult I CLN	3
NURS 319	Health Assessment	3
NURS 329	Research Methods	3
NURS 350	Care of Adults II	3
NURS 351	Adult II CLN	3
NURS 360	Care of Children	3
NURS 361	Children CLN	3
NURS 370	Maternal-Newborn	3
NURS 371	Maternal-Newborn CLN	3
NURS 380	Psychiatric-Mental Health	3
NURS 381	Psychiatric-Mental Health CLN	3

NURS 430	Community Health	3
NURS 431	Community Health CLN	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3

2. Satisfy the following support courses from other departments:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
BIOL 217	Nutrition	3
BIOL 334	Pathophysiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 155	Modern Statistics	3
PSYC 101	General Psychology	3
PSYC 300	Development Psychology	3
PSYC 302	Abnormal Psychology	3
SOCI XXX	Elective	3

Completion of these courses will partially satisfy groups II and III of the General Education requirements. Students who fail to complete any of the required nursing courses must apply to the Student Policies Committee for readmission to the nursing major.

Curriculum Guide: Bachelor of Science In Nursing

The following is a sample sequence of courses for students majoring in nursing. Required nursing courses may be offered only in the semester indicated. This curriculum guide is subject to refinement to reflect current trends in nursing. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PSYC 101	*General Psychology	3
BIOL 215	*Anatomy and Physiology I	4
	Group IB Elective	3
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
BIOL 216	*Anatomy and Physiology II	4
CHEM 121	*General Chemistry I	4
	Group IB Elective	3
		17
SOPHOMORE YEAR		
ENGL XXX	Literature	3
CHEM 122	*General Chemistry II	4
BIOL 211	*Microbiology	4
PSYC 300	*Developmental Psychology	3
PHEC 106	Individualized Health Fitness	3
		17
BIOL 334	*Pathophysiology	4
BIOL 217	*Nutrition	3
MATH 155	#Modern Statistics	3
PSYC 302	#Abnormal Psychology	3
	Group IIB Elective	3
		16
JUNIOR YEAR		
NURS 309	Foundations for Professional Nursing	3
NURS 310	Care of Adults I	3
NURS 311	Adult I CLN	3
NURS 319	Health Assessment	3
SOCI XXX	Sociology Elective	3
		15
NURS 329	Research Methods	3
NURS 350	Care of Adults II	3
NURS 351	Adult II CLN	3
NURS 370	Maternal-Newborn	3
NURS 371	Maternal-Newborn CLN	3
		15
SENIOR YEAR		
NURS 360	Care of Children	3
NURS 361	Children CLN	3
NURS 380	Psychiatric-Mental Health	3
NURS 381	Psychiatric-Mental Health CLN	3
	Free Elective	3
		15
NURS 430	Community Health	3
NURS 431	Community Health CLN	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3
		12

* credit must be documented before beginning the major
# prerequisites to subsequent nursing course

Registered Nurse Students

Salisbury University participates in the Maryland articulation nursing education model. Under this model, several options for articulating from a diploma or associate nursing program have been developed. These options depend on the year of graduation and the accreditation status of the basic RN program. A brochure, developed especially for registered nurse students, that describes these options in detail, is available upon request from the Nursing Department.

Accelerated Second-Degree Program Track

The Department of Nursing offers an accelerated program track leading to a Bachelor of Science and a Master of Science in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice.

There are 84 semester hours in the course of study. The Bachelor of Science in nursing is awarded after successful completion of 44 semester hours. Full-time students normally complete the undergraduate degree requirements and are eligible to take the licensure examination for registered nurses (NCLEX-RN) in three semesters. The master's degree requires a minimum of 40 semester hours beyond those completed for the B.S. in nursing. Details of this program track are presented in the Graduate Degree Programs section of this school.

Application forms and specific admission-progression information may be obtained from the Graduate Nursing Office or the Admissions Office.

Curriculum Guide: Accelerated Second-Degree Program Track

The following is a sample sequence of courses for students in the B.S.-M.S. Second Degree Program. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

YEAR I		Credits
NURS 322	Wellness Nursing	3
NURS 323	Wellness Nursing Clinical	1
NURS 310	Care of Adults I	3
NURS 311	Care of Adults I Clinical	3
NURS 319	Health Assessment	3
		13
NURS 422	Nursing of Childbearing Families	3
NURS 423	Nursing of Childbearing Families Clinical	3
NURS 350	Care of Adults II	3
NURS 351	Care of Adults II Clinical	3
NURS 329	Research Methods	3
		15
YEAR II		
NURS 380	Psychiatric Mental Health	3
NURS 381	Psychiatric Mental Health Clinical	3
NURS 430	Community Health	3
NURS 431	Community Health Clinical	3
NURS 442	Nursing Leadership and Management	2
NURS 443	Nursing Leadership and Management Practicum	2
		16

Physics

Chair
Professor Asif Shakur, Ph.D.; *physics, mechatronics*
Professors
Charles Richard McKenzie, Ph.D.; *physics, electronics*
Andrew J. Pica, Ph.D.; *astronomy*
Assistant Professors
Joseph Howard, Ph.D.; *astronomy*
Gail S. Welsh, Ph.D.; *physics, condensed matter*
Lecturers
David Kanarr, M.Ed.; *physical science*
Orville LaCurts, M.Ed.; *physical science*

The Physics Department prepares students for a variety of careers in high-technology fields as well as graduate studies in physics or electrical engineering. The department's mission is to prepare students to work confidently and effectively in physics or a related field, to develop the power to think clearly, judge soundly and communicate effectively.

Graduates of the physics program have an expertise in physics, electronics and microcomputers, areas that are an increasingly important part of everyday life. Applications are found in industrial, commercial, medical and governmental environments. There is a growing need for technically oriented personnel in all aspects: research, design, manufacture, sales and service.

Major in Physics

All required physics courses must be completed with a minimum overall GPA of 2.0. All physics majors must complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
PHYS 111*	Introduction to Engineering and Physics	1
PHYS 221	Physics I	4
PHYS 223	Physics II	4
PHYS 311	Electrical Circuits and Electronics	4
PHYS 313	Introduction to Modern Physics	3
PHYS 314	Mechanics	3
PHYS 315	Electricity and Magnetism	3
PHYS 316	Introduction to Quantum Mechanics	3

* required only of freshman who declare physics or engineering major

Students can complete the physics major in one of four ways: general physics track, microelectronics track, 3-2 dual degree pre-engineering program or collaborative electrical engineering program. See the department for appropriate checklists and advisement.

General Physics Track

Students pursuing general physics must fulfill the following requirements:

1. Complete the following courses:

		Credits
PHYS 407	Senior Laboratory	3
PHYS 490	Research in Physics	3

2. Satisfy four additional 300/400-level physics courses. See department for approved list of courses.

Microelectronics Track

Physics majors pursuing microelectronics must complete the following courses:

		Credits
PHYS 318	Semiconductor Physics	3
PHYS 321	Analog Electronics	3
PHYS 322	Digital Electronics	4
PHYS 411	Microprocessor Architecture	3
PHYS 412	Microcomputer Interfacing	3
PHYS 475	Capstone Design Project	3

Pre-Engineering Program

The 3-2 dual-degree pre-engineering program is a cooperative program with the University of Maryland, Old Dominion University and Widener University (see "Dual-Degree Engineering"). An additional 30 hours must be completed at the receiving institution with at least 15 hours in engineering or related courses to receive physics degree from SU. To receive engineering degree, an additional 30 hours (for a total of 150 hours) must be completed at the receiving institution.

Dual-Degree Engineering Program

Salisbury University has special agreements with Old Dominion University, Norfolk, VA; the University of Maryland College Park; and Widener University, Chester, PA, to offer a dual-degree program in engineering. Under the program, a student normally attends Salisbury University for three years and one of the cooperating engineering schools for two years. During the first three years at SU the student must complete all required General Education courses, all prescribed courses as determined by the particular engineering program and maintain a 3.0 grade point average. Transfer students entering the dual-degree program are required to complete a minimum of 60 semester hours at SU. Upon successful completion of the five-year program, a student will be awarded a baccalaureate degree from Salisbury University as well as an appropriate engineering degree from the engineering school attended.

The courses at Salisbury University which are required for the dual-degree engineering program are described in this catalogue with other programs offered by the Chemistry and Physics departments in the Richard A. Henson School of Science and Technology.

Students in approved dual-degree programs may use credits and grades from the participating institutions as well as Salisbury University in meeting the requirements for graduating with honors.

Collaborative Electrical Engineering Program

A collaborative electrical engineering program exists between SU, UMES and the University of Maryland College Park (UMCP). The program requires the completion of 129 total credit hours. The curriculum, based on UMCP's program, includes 43 credit hours of General Education, 16 of which are satisfied by the major. All lower division (freshman and sophomore) courses are taught live at SU and UMES. Junior and senior level lecture courses are delivered from UMCP to SU/UMES through an interactive approach or taught live at SU/UMES. The model for delivery builds on the virtues of Instructional Television (ITV) and Interactive Video Conferencing (IVN), but adds an additional network component to transmit white board and instructional materials through a computer to create a truly two-way interactive classroom. Both SU and UMES provide lab experiences for students in the program. A microwave engineering lab will most likely be at SU and a DSP lab is planned for the UMES campus. At the successful completion of the degree requirements, the students in this collaborative engineering program receive a baccalaureate degree in electrical engineering from UMCP's Clark School of Engineering.

Minor in Physics

See "Undergraduate Minors" section for details.

Curriculum Guide: Bachelor of Science in Physics

The following is the suggested sequence of courses taken by microelectronics track physics majors at Salisbury University. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
PHYS 111	Introduction to Engineering and Physics	1
MATH 201	Calculus I	4
ENGL 101	Composition I	3
CHEM 121	General Chemistry I	4
		12
PHYS 221	Physics I	4
MATH 202	Calculus II	4
ENGL 102	Composition II	3
CHEM 122	General Chemistry II	4
		15
SOPHOMORE YEAR		
PHYS 223	Physics II	4
MATH 310	Calculus III	4
HIST 101	World Civilizations	3
	Group IIB Elective	3
		14
PHYS 311	Electrical Circuits and Electronics	4
PHYS 313	Introduction to Modern Physics	3
MATH 311	Differential Equations I	4
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
		17
JUNIOR YEAR		
PHYS 314	Mechanics	3
PHYS 322	Digital Electronics	4
PHYS 318	Semiconductor Physics	3
or		
PHYS 315	Electricity and Magnetism	3
ENGL XXX	Literature Elective	3
	Group IIB Elective	3
		16
PHYS 316	Introduction to Quantum Mechanics	3
PHYS 321	Analog Electronics	3
PHYS 411	Microprocessor Architecture	3
	Group IB Elective	3
	Group IIB Elective	3
		15
SENIOR YEAR		
PHYS 315	Electricity and Magnetism	3
or		
PHYS 318	Semiconductor Physics	3
PHYS 412	Microcomputer Interfacing	3
	Group IB Elective	3
	Electives	6
		15
PHYS 475	Capstone Design Project	3
	Electives	11
		14

Graduate Degree Programs

Program Director: Ruth M. Carroll, Ph.D.
Phone: 410-543-6420

Graduate Faculty

Karen K. Badros, Ed.D., CFNP; *nursing research, family nurse practitioner; critical thinking*
Susan Battistoni, Ph.D.; *women's health, adult health*
Ruth M. Carroll, Ph.D., CS-P; *psychiatric nursing, nursing research, research methods, family theory, grief and loss*
Karin E. Johnson, Dr.P.H.; *public health nursing, pediatric-adolescent nursing, epidemiology, research*
Dorothea E. McDowell, Ph.D.; *nursing informatics, adult health, nursing education*
Elizabeth A. Rankin, Ph.D., NBCCH; *psychiatric nursing, women's health, nontraditional health care practices, Ericksonian hypnotherapy, holistic health*
Elizabeth A. Seldomridge, Ph.D.; *adult health, critical thinking, confidence in clinical judgment*
Catherine M. Walsh, Ph.D.; *health promotion, critical thinking*

Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and previous experience in nursing. Graduate nursing education provides advanced preparation and knowledge in specialized areas of nursing. Salisbury University offers a master's program with a major in family nursing in rural areas, with preparation as home health nursing clinical specialists, nursing service administrators or family nurse practitioners.

Students seeking the Master of Science (M.S.) in nursing must complete an approved program of study, including 40-43 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. A minimum of 34-37 of these semester hours must be completed at SU. Students can enter the graduate nursing program through the traditional or the accelerated second degree track. The traditional program is designed for students who have a B.S. in nursing; the accelerated second degree track is designed for students who have a degree in another field of study and who desire a B.S. and an M.S. in nursing.

Within the master's curriculum, there is an emphasis on research with a requirement of completion of a thesis or a capstone project for the degree. Research courses include MATH 502: Applied Statistics, NURS 544: Nursing Research Designs and NURS 590: Thesis or NURS 591: Capstone Project. At the completion of NURS 544 students select a thesis or capstone project chair from among the graduate nursing faculty. The faculty chair provides direction to the student during the thesis or capstone project courses.

Traditional Program

Admission

Admission to the Master of Science in nursing at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Nursing Department:

A. Provide an official transcript as evidence of completion of a National League for Nursing Accrediting or Commission on Collegiate Nursing Education accredited baccalaureate degree program in nursing.
B. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses prior to admission. Applicants with a cumulative GPA between 2.75 and 3.0 may be considered for provisional admission.
C. Submit a one-to-two page narrative stating educational and professional goals.
D. Submit a current curriculum vitae/resume.
E. Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.
F. Have a personal interview with a member of the Graduate Program Committee.
G. International students must demonstrate proficiency in the English language. Additional SU requirements for admission of international students must be met, including a minimum of 550 on the TOEFL. (Contact Office of Admissions for additional information.)

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
4. Evidence of current RN licensure in the state of Maryland (for the master's level program).

Progression Requirements

To remain in good academic standing and progress in these program tracks, students must meet all University and department requirements including the following:

1. Achieve a minimum grade of C in all required undergraduate courses for the accelerated program.
2. Maintain a cumulative grade point average of at least 2.75 in all undergraduate courses; maintain a cumulative grade point average of at least 3.0 in all master's level courses.
3. Have a valid license as a registered nurse in the state of Maryland to progress in the master's level of the program.

Program of Study

A minimum of 40 to 43 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Depending on the track selected, a minimum 34-37 of these semester hours must be completed at SU. Preparation for advanced practice roles is offered in the following tracks: nursing service administration (ADM), home health nursing clinical specialization (HHCS) and family nurse practitioner (FNP). Students completing all the tracks are eligible to apply for national certification examination.

The master's level program may be completed in two academic years of full-time study. Part-time study leading to the degree is also available. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.S. nursing students must complete the following core courses:

		Credits
NURS 514	Issues in Advanced Practice Nursing	3
NURS 516	Family Nursing I	5
NURS 538	Nursing Theories	3
NURS 544	Nursing Research Designs	3
MATH 502	Applied Statistics	3
NURS 590	Thesis	3
or		
NURS 591	Capstone Project	3

2. On the admission application, students select a functional role track, with required courses as follows:

Home Health Nursing Clinical Specialist Track		**Credits**
NURS 512	Advanced Health Assessment	4
NURS 522	Clinical Therapeutics	3
NURS 556	Clinical Nurse Specialization	5
NURS 557	Home Health Nursing	5
BIOL 552	Advanced Human Physiology	3
XXXX XXX	Graduate-level Elective	3

Nursing Service Administrator Track		**Credits**
NURS 515	Epidemiology	3
NURS 517	Family Nursing II	5
NURS 554	* Administration in Nursing Service	6
BUAD 535	* Health Care Finance	3
XXXX XXX	Graduate-level Elective	3

* it may be necessary to enroll in these two courses through inter-institutional study

*** Family Nurse Practitioner Track**		**Credits**
NURS 512	Advanced Health Assessment	4
NURS 515	Epidemiology	3
NURS 522	Clinical Therapeutics	3
NURS 558	Management of Family Health I	5
NURS 559	Management of Family Health II	5
BIOL 552	Advanced Human Physiology	3

* within the core and specialty courses, a minimum of 600 precepted clinical hours is required for the FNP student

Accelerated B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated program track leading to a Bachelor of Science and a Master of Science in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track, acknowledging the educational, career and life experiences of the individual, requires fewer prerequisites for the nursing courses than the basic baccalaureate program of study. In addition, the curriculum is streamlined so that the bachelor's degree may be earned in three semesters of full-time study.

Students must have completed at least a bachelor's degree from an accredited college or university to be eligible for admission to the accelerated track. Students from all majors (including diploma or associate's degree-prepared registered nurses with baccalaureate degrees in other majors) are eligible to enroll. Applicants must demonstrate mastery in the following subjects prior to their fall enrollment in the program: basic statistics, microbiology, anatomy and physiology (including all body systems), chemistry or physics, and pathophysiology. Mastery may be established by earning academic credit for coursework, by successfully challenging a departmental exam given for the course, or by successfully passing a standardized test in the specific area of study.

The program is designed as a three-year program of study leading to both degrees. Upon entry, students are admitted to the accelerated program as graduate students. During the first three semesters of study, there is a special clinical course pair uniquely designed for the accelerated students. These courses include NURS 322/323 (Wellness Nursing), NURS 422/423 (Maternal-Child Nursing) and NURS 442/443 (Leadership-Management). These courses capitalize on the advanced academic skills of the second degree students and provide uniqueness in the program. The remainder of the courses in the program are courses included in the basic undergraduate curriculum.

At the end of the three semesters, students receive a bachelors' degree and are eligible to sit for the National Licensing Examination for Registered Nurses (NCLEX-RN). It should be noted that the completion of a Bachelor of Science in nursing does not necessarily lead to the obtaining of a RN license to practice nursing. To obtain a license, the individual must meet additional criteria of the State Board of Nursing, including (but not limited to) a transcript showing conferral of the B.S., application to take the exam, possible background checks and payment of a fee.

Although students may leave the program at this time, they are encouraged to continue on to the masters' portion of the program. During the masters' portion of the program, part-time study is available and most classes are scheduled in the evening for the convenience of those working during the day.

Admission

Applicants for admission to the accelerated second degree track must meet all University requirements and be admitted for graduate study by the Admissions Office. Applicants may simultaneously apply to the graduate nursing program. Admission is competitive and will be based on evaluation of the applicant's overall academic qualifications. See the other admission requirements listed above, as well as enrollment and progression requirements.

Program of Study

1. Students in the accelerated program must complete the following 44 undergraduate credits (see "Courses" section of this catalogue for descriptions):

		Credits
NURS 310	Adult I	3
NURS 311	Adult I Clinical	3
NURS 319	Health Assessment	3
NURS 322	Wellness Nursing	3
NURS 323	Wellness Clinical	1
NURS 329	Research	3
NURS 350	Adult II	3
NURS 351	Adult II Clinical	3
NURS 380	Psychiatric Nursing	3
NURS 381	Psychiatric Clinical	3
NURS 422	Maternal/Child	3
NURS 423	Maternal/Child Clinical	3
NURS 430	Community Health	3
NURS 431	Community Health Clinical	3
NURS 442	Leadership/Management	2
NURS 443	Leadership Clinical	2

2. In the fourth semester, accelerated students may continue into the masters' level courses if they have a cumulative grade point average of 2.75 or better. At the masters' level, the accelerated program students join the traditional program students in the graduate level courses. Course requirements are listed above under "Traditional Program."

Advanced Placement of Registered Nurses in the Accelerated Track

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in another major may participate in the accelerated program and earn their bachelor's degree and a masters' degree in nursing. Registered nurse students in this track are required to register for NURS 319: Health Assessment, NURS 322: Wellness Nursing, NURS 323: Wellness Clinical, NURS 329: Research, NURS 430: Community Health Nursing, NURS 431: Community Health Clinical, NURS 442: Leadership/Management, and NURS 443: Leadership/Management Clinical. In addition, one of the following clinical course pairs must be taken by registration or challenge: NURS 350/351 (Care of Adults II), NURS 380/381 (Psychiatric/Mental Health), NURS 422/423 (Care of Childbearing and Childrearing Families). RN applicants to this track should contact the director of graduate nursing for further information.

Courses

www.salisbury.edu/registrar/GUIDESEM/guidecrs.html

NOTE: All courses 500 level and above are for graduate credit only. Some 400 level courses may be taken for graduate credit. Please refer to the individual course listing.

The following course listing represents the University curricula as of the publication of this catalogue. Additions and changes to the offerings are published in the "Catalogue Supplement," printed in each semester's *Registration Bulletin.*

Not all courses are offered every semester. For current offerings consult the most current academic schedule and the *Guide to Course Requirements* during registration periods. See your academic advisors/department chair for additional information.

Accounting (ACCT)

201. PRINCIPLES OF ACCOUNTING I 3 hours credit
Survey of current accounting principles, the accounting cycle and financial statements. Emphasis on proprietorships. Computer spreadsheet applications required. Not open to freshmen. **Three hours per week.**

202. PRINCIPLES OF ACCOUNTING II 3 hours credit
Survey of accounting principles and financial statements as they apply to partnerships and corporations and an introduction to manufacturing statements. Computer spreadsheet applications required. **Prerequisite:** ACCT 201. **Three hours per week.**

302. COST ACCOUNTING I 3 hours credit
Internal financial reporting practices for manufacturing concerns and an examination of cost control. Topics include manufacturing statements, job order costing, process costing and standard costing. Computer spreadsheet applications required. **Prerequisite:** ACCT 202. **Three hours per week.**

304. INTERMEDIATE ACCOUNTING I 3 hours credit
Detailed analysis of current and noncurrent assets and the related revenue and expense accounts. Emphasis on recent APB and FASB pronouncements. **Prerequisite:** Grade of C or better in ACCT 201, 202. **Three hours per week.**

305. INTERMEDIATE ACCOUNTING II 3 hours credit
Detailed analysis of accounting concepts, including current and noncurrent liabilities, stockholders equity accounts, related revenue and expense accounts, and statement of changes in financial position. Emphasis on recent APB and FASB guidelines. **Prerequisites:** Grade of C or better in ACCT 304 and successful completion of the accounting admission test. **Three hours per week.**

306. MANAGERIAL ACCOUNTING 3 hours credit
Introduction to internal accounting--accounting for planning and control and also for special decisions. Various topics and techniques are covered, the most pervasive being budgets. **Prerequisite:** ACCT 202. **Three hours per week.**

338. SPECIAL TOPICS 3 hours credit
Advanced study of varying accounting topics based on students' interests and needs. May be repeated once for credit under different subtitles. May substitute for an accounting elective depending on the topic (see chair of Accounting Department). **Prerequisites:** ACCT 202 and permission of instructor. **Three hours per week.**

341. FEDERAL INCOME TAX ACCOUNTING: PERSONAL 3 hours credit
Discussion of technical tax provisions as they pertain to individuals. Emphasis on tax planning considerations. Use of IRS forms where appropriate. This course, along with successful participation in the VITA program, satisfies the ABLE requirement. **Prerequisite:** ACCT 202. **Three hours per week.**

342. FEDERAL INCOME TAX ACCOUNTING: PARTNERSHIP AND CORPORATION 3 hours credit
Discussion of technical tax provisions as they pertain to corporations, partnerships, estates and trusts. Emphasis on tax planning considerations. **Prerequisite:** ACCT 341. **Three hours per week.**

401. INTEGRATED ACCOUNTING SYSTEMS 3 hours credit
Detailed analyses and applications of computerized integrated accounting software systems. Topics include general ledger, accounts receivable, accounts payable, payroll, inventory and report writing systems. **Prerequisite:** ACCT 202. **Three hours per week.**

403. ADVANCED ACCOUNTING I 3 hours credit
In-depth study of consolidations and governmental/not-for-profit accounting. **Prerequisite:** Senior status and a grade of C or better in ACCT 305. **Three hours per week.**

404. ADVANCED ACCOUNTING II 3 hours credit
Examination of advanced accounting topics such as foreign currency translations; segment, interim and SEC reporting; troubled debt; partnerships; and estates and trusts. **Prerequisite:** Grade of C or better in ACCT 305. **Three hours per week.**

407. AUDITING 3 hours credit
Duties and responsibilities of auditors, auditing standards, examination procedures, work paper preparation and audit reports. **Prerequisites:** Senior status and grade of C or better in ACCT 305. **Three hours per week.**

410. ADVANCED PROBLEMS IN FINANCIAL, MANAGERIAL AND GOVERNMENTAL ACCOUNTING 3 hours credit
Advanced applications in financial, managerial and governmental accounting. The first of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Prerequisite:** Senior standing or permission of department chair. **Three hours per week.** *(P/F)*

411. ADVANCED PROBLEMS IN TAXATION, LAW AND AUDITING 3 hours credit
Advanced applications in federal taxation, business law, professional responsibilities and ethics, and auditing. The second of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Prerequisite:** Senior standing or permission of department chair. **Three hours per week.** *(P/F)*

415. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 hours credit
Examination of the full range of accounting and reporting policies and procedures for state and local governments as well as for not-for-profit organizations. **Prerequisite:** Grade of C or better in ACCT 305. **Three hours per week.**

420. ACCOUNTING INFORMATION SYSTEMS 3 hours credit
Examination of the role of accounting information in the organization. Major topics include users of accounting information, goals and objectives, review of accounting systems, the human component, hardware, software, data, operating controls and management controls. **Prerequisite:** Grade of C or better in ACCT 304. **Three hours per week.**

430. INTERNATIONAL ACCOUNTING 3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Includes accounting and auditing standards, consolidations and taxation. **Prerequisite:** Grade of C or better in ACCT 304. **Three hours per week.**

435. ACCOUNTING IN ITS GLOBAL SETTING 3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Issues include financial accounting standards; consolidation of international operations; auditing standards and procedures; managerial accounting systems for information gathering, planning, control and performance measurement; and international taxation. Part or all of the course will be held in another country. **Prerequisite:** Grade of C or better in ACCT 304. **Three hours per week.**

490. ACCOUNTING INTERNSHIP 3 hours credit
Internship experience in accounting. Placement and approval by chair of the accounting department required. **Prerequisite:** Grade of C or better in ACCT 304.

491. ADVANCED ACCOUNTING INTERNSHIP 3 hours credit
Advanced internship experience in accounting. Placement and approval by chair of the accounting department required. **Prerequisite:** ACCT 490. **Three hours per week.**

494. DIRECTED STUDY 1-3 hours credit
For students who desire to do research or pursue a special topic in accounting. May be used as an accounting elective if approved by the chair of the Accounting Department. **Prerequisites:** Junior status and consent of instructor prior to registration.

510. GRADUATE SURVEY OF ACCOUNTING 3 hours credit
Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

605. FINANCIAL ACCOUNTING THEORY 3 hours credit
Basic framework of accounting theory relating to income determination and funds flows. The basic problem of asset measurement, classification and the objective of financial reporting are presented along with the official and unofficial pronouncements of accounting societies and changes in accounting procedures. Basic understanding of the nature and development of accounting principles along with their application to current practice. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

608. ADVANCED AUDITING 3 hours credit
Addresses current issues in the technical, political, legal and economic environment which affect the public accounting profession's performance of its audit and attest function. **Prerequisites:** ACCT 407 or equivalent. **Three hours per week.**

615. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 hours credit
Covers the full range of accounting and reporting policies and procedures for state and local governments as well as for a variety of not-for-profit organizations. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

620. ADVANCED ACCOUNTING INFORMATION SYSTEMS 3 hours credit
Presents the underlying concepts of information management, with an emphasis on accounting applications and systems controls. **Prerequisites:** ACCT 420 or equivalent. **Three hours per week.**

630. INTERNATIONAL ACCOUNTING 3 hours credit
Introduces a variety of international accounting issues encountered by multinational organizations. **Prerequisites:** ACCT 403 and 407 or equivalent. **Three hours per week.**

640. MANAGERIAL ACCOUNTING 3 hours credit
Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. This course is for non-accounting majors. **Prerequisite:** Successful completion of the accounting program admission test. **Three hours per week.**

645. ADVANCED TAXATION AND PUBLIC POLICY 3 hours credit
Focus on foundation and application of tax policy and law for federal and state income taxation. Individual, business and fiduciary tax knowledge will allow the student to develop a tax awareness by developing an ability to recognize tax problem areas, pitfalls and planning opportunities. Local, state, federal and international taxation issues and current events of U.S. individuals and business entities coupled with expanding on tax research skills will prepare students for management decision making roles in the consulting or business world. **Prerequisite:** ACCT 342 or equivalent. **Three hours per week.**

650. ADVANCED MANAGERIAL ACCOUNTING 3 hours credit
Provides undergraduate accounting majors with advanced treatment of new and complex techniques and procedures integral to the design and implementation of managerial and cost control systems in a rapidly evolving technological environment. **Prerequisites:** ACCT 302 and 403, or equivalent and prior completion of undergraduate accounting degree or equivalent program or by permission of the chair of the Accounting Department. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Individual tutorial course including accounting research topics not covered in other accounting courses. May be taken a maximum of two times (regardless of number of credits each time) under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A., written permission of the instructor and M.B.A. program director. **One to three hours per week.**

699. SPECIAL TOPICS IN ACCOUNTING 3 hours credit
Study of specific problems and issues in accounting not covered in other courses. May be take twice (maximum number of credit is six) under different subtitles recorded with the registrar. **Prerequisite:** Admission to the M.B.A. program accounting track and permission of the instructor. **One to three hours**

American Studies (AMST)

205. THE AMERICAN EXPERIENCE 3 hours credit
Introductory course in American Studies. Attempts to define the American character and society through reading in history, biography and fiction covering the 19th and 20th centuries. **Three hours per week.**

305. ALTERNATIVE COMMUNITIES AND LIFESTYLES IN AMERICA 3 hours credit
Survey of American countercultures from the Puritans to recent communes. Emphasis on alternative forms of religion, economic and social organization, and marriage. **Three hours per week.**

315. TOPICS IN AMERICAN STUDIES 3 hours credit
Historical study of some particular aspect of American society and culture. May be taken twice under different course titles recorded with the registrar. **Three hours per week.**

480. SENIOR SEMINAR IN AMERICAN STUDIES 3 hours credit
A research seminar. Students design and carry out a research project. Class reading and discussion attempts to integrate previous work done in American studies and arrive at a comprehensive overview of American society and culture.

Anthropology (ANTH)

212. CULTURAL ANTHROPOLOGY 3 hours credit
Analysis of the concept of culture as humanity's social heritage through study of small-scale societies and their institutions. Focuses on anthropologists' use of participant-observation and techniques for systematically ordering field data into a body of knowledge concerning human behavioral similarities and diversities. Includes a general introduction to the entire field of anthropology. **Three hours per week. Meets General Education IIB.**

215. PRIMITIVE RELIGION 3 hours credit
Study of beliefs and rituals of people affected by the presence of gods or other supernatural beings. Topics include magic, witchcraft and shamanist practices among aboriginal and traditional societies throughout the world. **Three hours per week. Meets General Education IIB.**

250. ARCHAEOLOGY OF ANCIENT SOCIETIES 3 hours credit
Study of excavation techniques and scientific methods for interpreting the evolution of ancient societies. Examines evidence for the surviving record of human societies from the lower Paleolithic to early historic times. **Two hours lecture, one hour laboratory per week. Meets General Education IIB.**

300. STUDIES IN ANTHROPOLOGY 3 hours credit
Independent study in a subfield of anthropology. Topic to be approved by instructor. May include field work and may be repeated twice under different subtitles. **Prerequisite:** ANTH 212. **Three hours per week.**

350. PHYSICAL ANTHROPOLOGY 3 hours credit
Overview of the major evidence for human evolution, including the human fossil record, implications of human biological variation and studies of nonhuman primates (esp. gorillas, chimpanzees and orangutans) in natural settings. **Prerequisite:** ANTH 212. **Three hours per week.**

355. NORTH AMERICAN INDIAN 3 hours credit
Explores American Indian cultures north of Mexico with emphasis on tribal origins, patterns of adaptation and analysis of economic, social and ideological systems. Reviews ethnographic accounts of traditional Indian life ways, reservation life and its aftermath. **Three hours per week. Meets General Education IIB.**

400. INDIVIDUAL DIRECTED STUDY 3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisite:** ANTH 212. **Three hours per week.**

450. COMPARATIVE CULTURES 3 hours credit
Cross-cultural survey of primitive societies with emphasis on human social differences and their meaning. Examples drawn from Africa, Asia, North and South America and Oceania. Focus on cultural diversity with references to varying marital, religious, economic, family and social problems. May be offered for undergraduate or graduate credit. **Prerequisite:** ANTH 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY 3 hours credit
Review of current research and publication in the four subdisciplines of anthropology (cultural anthropology, physical anthropology, linguistic anthropology, archaeology/prehistory). May be offered for undergraduate or graduate credit. **Prerequisite:** ANTH 212. **Three hours per week.**

Applied Health Physiology (AHPH)

502. INTRODUCTION TO RESEARCH 3 hours credit
Methods of investigating physiological mechanisms within the human clinical context; development of skills for producing as well as consuming research by proposing a research plan. **Prerequisite:** Admission to program. **Three hours per week.**

534. HUMAN PSYCHOPHYSIOLOGY 3 hours credit
Study of the interrelationships between the mind and body. Examination of current research and historical views on the interaction of physiological processes and psychological function. **Prerequisite:** BIOL 552. **Three hours per week.**

535. ADMINISTRATION AND PROMOTION OF HEALTH/FITNESS PROGRAMS 3 hours credit
Review of techniques used in needs assessment, program planning, implementation, evaluation and promotion of health/fitness programs. Emphasis placed on gaining practical experience in program development and administration. **Prerequisite:** Admission to Applied Health Physiology Program. **Three hours per week.**

537. HEALTH APPRAISAL AND TESTING WITH EMERGENCY PROCEDURES 3 hours credit
Study of health screening techniques, fitness testing and emergency procedures. Students will be certified in advanced cardiac life support. **Prerequisite:** Community CPR. **Three hours per week.**

542. EXERCISE PROGRAMMING, NUTRITION AND WEIGHT CONTROL 3 hours credit
Study of exercise programming guidelines as established by the American College of Sports Medicine. A strong focus is placed upon nutrition and weight control in conjunction with exercise prescription recommendation for a variety of clinical populations. Students gain practical experience in developing exercise programs for individuals with various conditions. **Prerequisites:** Admission to program. **Three hours per week.**

544. PHARMACOLOGICAL ASPECTS OF CLINICAL PHYSIOLOGY 3 hours credit
Examination of the physiological mechanisms involved in the clinical treatment of individuals with medications. Emphasis placed on the pharmacological influence on therapeutic exercise program design, monitoring techniques and patient outcomes. **Prerequisite:** AHPH 537, 542, BIOL 552. **Three hours per week.**

545. CARDIOPULMONARY ASPECTS OF PHYSIOLOGY 3 hours credit
Study of cardiopulmonary physiology with an emphasis on gas transport, fluid and electrolyte balance, acid-base regulation, response to exercise and training adaptations. **Prerequisite:** Admission to program. **Three hours per week.**

546. HUMAN DEVELOPMENT AND AGING IN POPULATIONS WITH CHRONIC DISEASE 3 hours credit
Study of the pathophysiology and psychosocial aspects of aging populations with Chronic Obstructive Pulmonary Disease (COPD) and those with Coronary Artery Disease (CAD). Examination of the deleterious effects of COPD and CAD on physical and psychological functioning. Emphasis on cardiac/pulmonary rehabilitation as a mechanism to enhance quality of life in populations with COPD and/or CAD. **Prerequisite:** AHPH 537, BIOL 552. **Three hours per week.**

553. CLINICAL PHYSIOLOGY 3 hours credit
Study of common lab techniques used in physiologic health screening, fitness testing and research. Emphasis on cardiorespiratory and musculoskeletal procedures. **Three hours per week.**

562. TRENDS AND ISSUES IN PHYSIOLOGY 3 hours credit
In-depth examination of current literature in physiological journals. Emphasis placed upon critical review of research in regards to methodology, data interpretation and conclusions derived from data. **Prerequisite:** Admission to program. **Three hours per week.**

690. FIELD EXPERIENCE IN CLINICAL PHYSIOLOGY 3 hours credit
Culminating experience to complete training in clinical physiology. Students work in a clinical setting under the direct supervision of a certified health care provider. **Prerequisite:** AHPH 502, 534, 537, 542, 544, 545, 562 and BIOL 552. **Six hours per week.**

691. RESEARCH IN PHYSIOLOGY 3 hours credit
Independent student research under the direction of a faculty member. Students will collect, analyze and interpret data and then prepare a manuscript suitable for publication. **Prerequisite:** BIOL 552, AHPH 502, 534, 537, 542, 562, 544 and 545. **Six hours per week.**

Art (ART)

104. ART APPRECIATION 3 hours credit
Wide ranging introduction to the visual arts for the non-major. Topics include art theory, varied pictorial and artistic subject matter, media and the relation of art to its historical time period and culture. **Three hours per week. Meets General Education IB.**

119. DESIGN IN CRAFTS 3 hours credit
Introduction to a variety of craft design concepts and techniques. Topics may vary from semester to semester. **Four hours per week.**

120. TWO-DIMENSIONAL DESIGN 3 hours credit
Introduction to and development of knowledge and comprehension of the underlying principles of composition, through the creation of designs on flat surfaces. Students furnish their own materials. B.A. and B.F.A. core. **Four hours per week. Meets General Education IB.**

130. DRAWING I 3 hours credit
Introduction to basic drawing principles, using a combination of black and white media in the exploration of linear and tonal elements. Students furnish their own materials. B.A. and B.F.A. core. **Four hours per week. Meets General Education IB.**

201. INTRODUCTION TO ART HISTORY 3 hours credit
Chronological survey of art and architecture in western civilization, from prehistory to the present. Considers the style, subject matter and purposes of art in relation to its historical time period or culture. B.A. and B.F.A. core. **Three hours per week. Meets General Education IB.**

208. HISTORY OF BAROQUE AND ROCOCO ART 3 hours credit
Survey of the visual arts in Europe from the late 16th century to the end of the 18th century. Explores the work of the era's major artists in relation to the larger historical, social and cultural contexts of their time. Emphasis on new developments in subject matter, patronage and art theory. **Prerequisite:** ART 201 for majors; no prerequisite for non-majors. **Three hours per week. Meets General Education IB.**

215. CERAMICS I 3 hours credit
Introduction to the art of making clay forms using methods of hand building, forming, glazing, decorating and firing. Students furnish their own materials. B.A. core. **B.F.A. Prerequisite:** ART 120. **Four hours per week. Meets General Education IB.**

219. DESIGN IN FIBER CRAFTS 3 hours credit
Introduction to the art of textile design utilizing a variety of techniques and materials. Students furnish their own materials. **B.F.A. prerequisites:** ART 120, 130. **Four hours per week.**

220. PRINCIPLES OF COLOR 3 hours credit
Introduction to the historical aspects of color and the exploration of the physical and psychological properties of color through practical exercises. Students furnish their own materials. B.A. and B.F.A. core. **Four hours per week. Meets General Education IB.**

225. THREE-DIMENSIONAL DESIGN 3 hours credit
Continued exploration of the elements and principles of design with a concentration of interrelationships between mass, space, form and volume. Students furnish their own materials. B.A. and B.F.A. core. **Prerequisite:** ART 120. **Four hours per week.**

226. ADVERTISING DESIGN I 3 hours credit
Introduction to commercial design techniques and principles relating to problems of communication and persuasion. Students furnish their own materials. **Prerequisites:** ART 120, 130. **Four hours per week.**

227. COMPUTER GRAPHIC DESIGN 3 hours credit
Introduction to computer graphic design involving hands-on experience in preparing design elements using a microcomputer. **Prerequisite:** ART 120, 130. **Four hours per week.**

228. ADVERTISING ILLUSTRATION 3 hours credit
Introduction to basics of commercial illustration, principles of type-illustration relationships and various media techniques. Students furnish their own materials. **Prerequisite:** ART 226. **Four hours per week.**

229. PHOTOGRAPHY I 3 hours credit
Introduction to basic elementary black and white photographic methods and darkroom procedures. Students furnish their own cameras, film, paper and developing tank. B.A. core. **Prerequisites:** B.A.-ART 120; B.F.A.- ART 201. **Four hours per week.**

230. DRAWING II 3 hours credit
Introduction to monochromatic and polychromatic drawing techniques using wet and dry media. Students furnish their own materials. B.F.A. core. **Prerequisites:** B.A.-ART 120, 130; B.F.A.-ART 120, 130, 201. **Four hours per week.**

246. PAINTING I **3 hours credit**
Introduction to techniques in oil, acrylics and watercolor. Students furnish their own materials. B.A. and B.F.A. core. **Prerequisites:** ART 120, 130, 201. **Four hours per week.**

261. SCULPTURE I **3 hours credit**
Exploration of the expressive qualities of form using the subtractive and additive processes. Students furnish their own materials. **Prerequisites:** B.A.-ART 225; B.F.A.-ART 130, 225. **Four hours per week.**

265. WOOD SCULPTURE **3 hours credit**
Introduction to various woods, tools and sculpting techniques in a studio setting. Students must furnish materials. **Prerequisite:** ART 225. **Four hours per week.**

290. DIRECTED STUDY IN ART **1-3 hours credit**
Directed study in one or a combination of studio disciplines or art history. Students furnish materials. Course may be repeated one time under a different subtitle. **Prerequisites:** Approval of department chair prior to registration.

300. HISTORY OF MODERN ART TO 1945 **3 hours credit**
Survey of the principal movements comprising the modern tradition in art, including Impressionism, Post-Impressionism, Symbolism, Fauvism, Cubism, Expressionism, Abstract Art, Dada and Surrealism. Emphasis on new theories redefining the concept, form and purpose of art, the persona of the artist, and the relation of art to the social and political order. **Prerequisite:** ART 201; no prerequisite for non-majors. **Three hours lecture per week.**

302. HISTORY OF AMERICAN ART:
THE COLONIAL PERIOD TO 1900 **3 hours credit**
Survey of American painting, sculpture and architecture from the Colonial period to the end of the 19th century. Topics include the historical, social and cultural contexts of American art, the work and ideas of major artists, the relationship of American to European art, and the development of a national identity in American art. **Prerequisite:** ART 201 for majors; no prerequisite for non-majors. **Three hours per week. Meets General Education IB.**

303. HISTORY OF AMERICAN ART:
THE 20TH CENTURY **3 hours credit**
Survey of the visual arts, primarily painting and sculpture, in the United States from the turn of the century to the present. Topics include the historical and social contexts of this art, the world and ideas of major artists, and the emergence of an American avant-garde after World War II. **Prerequisite:** ART 201 for majors; no prerequisite for non-majors. **Three hours per week. Meets General Education IB.**

310. HISTORY OF ITALIAN
RENAISSANCE ART **3 hours credit**
Survey of painting, sculpture and architecture in the principal art centers of Italy during the 15th and 16th centuries. Covers the work and influence of several generations of major artists in relation to the larger historical, social and cultural contexts of this era. **Prerequisite:** ART 201; no prerequisite for non-majors. **Three hours lecture per week.**

315. CERAMICS II **3 hours credit**
Introduction to the elements and principles of designing and making pottery using the wheel throwing process. Students furnish their own materials. **Prerequisite:** ART 215. **Four hours per week.**

322. ARTS ADMINISTRATION **3 hours credit**
Introduction to administrative skills for fine and performing arts: programming, budget, public relations, audience development, fund raising and case studies of art organizations. **Prerequisite:** Department chair approval. **Three hours per week.**

326. ADVERTISING DESIGN II **3 hours credit**
Study of commercial communication art principles and techniques including national mass media advertising campaigns, direct mail packages, three-dimensional display with a strong emphasis on illustration and typography. Students furnish their own materials. **Prerequisites:** B.A.-ART 226; B.F.A.-ART 226, completion of 21 hours of the B.F.A. core. **Four hours per week.**

329. PHOTOGRAPHY II **3 hours credit**
Continuation of aesthetic and experimental photography. Expands lab and field processes learned in Photography I and emphasizes personal expression. Topics include filters, flash, studio and darkroom techniques, Kodalith and multiple image. Students furnish their own cameras, film, paper and filters. **Prerequisite:** ART 229; B.F.A.-ART 229, completion of 21 hours of B.F.A. core. **Four hours per week.**

335. WOMEN IN ART **3 hours credit**
Study of the art of selected women artists in relation to the historical and social contexts in which they worked and the professional opportunities available to them. Also examines how women have been represented in art, and how these images shape, reinforce or challenge society's beliefs about women and feminine gender roles. **Prerequisite:** ART 201; no prerequisite for non-majors. **Three hours lecture per week.**

340. PAINTING II **3 hours credit**
Study of selected media chosen by the student, with attention to special techniques and problems. Students furnish their own materials. **Prerequisite:** ART 246. **Four hours per week.**

350. PRINTMAKING: LITHOGRAPHY **3 hours credit**
Introduction to the principles of lithographic printing through the study of historical elements and practical processes. Various monochromatic lithographic printing techniques explored. Students furnish their own materials. **Prerequisites:** B.A.-ART 120, 130; B.F.A.-ART 120, 130 and completion of 21 hours of B.F.A. core. **Four hours per week.**

351. PRINTMAKING: ETCHING **3 hours credit**
Introduction to the principles of the fine art methods of intaglio printing through the study of historical elements and practical processes. Various monochromatic etching techniques explored. Students furnish their own materials. **Prerequisites:** B.A.-ART 120, 130; B.F.A.-ART 120, 130 and completion of 21 hours of B.F.A. core. **Four hours per week.**

352. PRINTMAKING: SILKSCREEN **3 hours credit**
Introduction to the principles of serigraphic printing through the study of historical elements and practical processes. Various monochromatic and polychromatic silkscreen printing techniques explored. Students furnish their own materials. **Prerequisites:** B.A.-ART 120, 130; B.F.A.-ART 120, 130 and completion of 21 hours of B.F.A. core. **Four hours per week.**

353. PRINTMAKING: RELIEF **3 hours credit**
Introduction to the principles of relief printing through the study of historical elements and practical processes. Various monochromatic and polychromatic relief printing techniques explored. Students furnish their own materials. **Prerequisites:** B.A.-ART 120, 130; B.F.A.-ART 120, 130 and completion of 21 hours of B.F.A. core. **Four hours per week.**

361. SCULPTURE II **3 hours credit**
Study of the sculpture techniques of welding, casting and hand building. Students furnish their own materials. **Prerequisites:** B.A.-ART 215, 261; B.F.A.-ART 215, 261 and completion of 21 hours of the B.F.A. core. **Four hours per week.**

375. METHODS AND MATERIALS
FOR ELEMENTARY SCHOOL ART **3 hours credit**
A look at the use of construction skills to develop creative art projects for elementary education. Content includes basic principles of art instruction, integration with other subject areas, exploration of various media, and peer teaching experiences. Students must furnish some of their own materials. For ELED majors only. Students may not receive credit for both ART 375 and EDUC 375. **Four hours per week.**

390. ADVANCED STUDY IN ART **1-3 hours credit**
Advanced study in one or a combination of studio disciplines or art history. Students furnish their own materials. **Prerequisite:** Completion of B.A. and B.F.A. core and all regularly scheduled courses in thesis area; approval of the department chair prior to registration.

395. SPECIAL TOPICS IN ART **1-3 hours credit**
Intensive study of a selected area in studio and/or art history that includes research. May be taken twice for credit with different subtitles. Students furnish their own materials. **Prerequisites:** B.A.-ART 120, 130, 201; B.F.A.-completion of 21 hours of the B.F.A. core.

399. INTERNATIONAL FIELD STUDY **3-6 hours credit**
Travel and study of art, geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Consent of instructor. **Meets General Education IB.**

400. ART AND ART THEORY SINCE 1945 **3 hours credit**
Survey of major art movements in the United States and Europe since World War II, including key theoretical writings by artists and critics. Topics include the public persona of the artist, new ideas about the concept, form, purpose and interpretation of art, its relation to other disciplines, and its legitimation through arts organizations and the marketplace. **Prerequisite:** ART 201; permission of the instructor for non-majors. **Three hours lecture per week.**

415. CERAMICS III **3 hour credit**
Presentation of advanced techniques in wheel throwing, clay assembly and kiln firing. Students furnish their own materials. **Prerequisites:** B.A.-ART 315; B.F.A.-ART 315, completion of 21 hours of the B.F.A. core. **Four hours per week.**

416. CERAMICS IV **3 hours credit**
Surveys the history, theory and practice of ceramics in a studio setting. Each student investigates and presents a seminar report on an individually chosen area of ceramic art followed by the practical application of discoveries via individual art works. **Prerequisite:** B.A./B.F.A.-ART 415. **Four hours per week.**

420. PHOTOGRAPHY III **3 hours credit**
Study of color photography using transparency (slide) film. Practical applications include film selection, exposure and use of color in composition. Discussions of various types of color films and processes and of the history of color. Students furnish their own cameras and most supplies. **Prerequisites:** B.A.-ART 329; B.F.A.-ART 329, completion of 21 hours of the B.F.A. core. **Four hours per week.**

422. INTERNSHIP IN ARTS
ADMINISTRATION **3-9 hours credit**
Training in local, regional or national arts organizations; selected areas of programming, budget, fund raising, audience development and public relations. May be taken one time for three credits, and a second time for up to six credits. **Prerequisites:** ART 322 and department chair approval. **Ten to 30 hours per week.** (*P/F*)

426. ADVERTISING DESIGN III **3 hours credit**
Advanced advertising design training and work experience in a classroom. **Prerequisites:** B.A.-ART 326; B.F.A.-ART 326, completion of 21 hours of the B.F.A. core. **Four hours per week.**

427. ADVERTISING DESIGN IV **3 hours credit**
Internship to develop mechanical production skills in conjunction with advanced advertising and graphic design assignments. **Prerequisite:** ART 426. **One hour lecture/seminar, 10 or more hours internship per week.**

428. ADVANCED STUDY
IN THREE-DIMENSIONAL DESIGN **3 hours credit**
Creative study and critical analysis of three-dimensional forms in clay and other materials based on a variety of two-dimensional themes. **Prerequisites:** ART 130, 215, 225. **Four hours per week.**

429. PHOTOGRAPHY IV **3 hours credit**
Study of advanced techniques to develop a personal aesthetic, artistic and professional style. Use of 4 x 5 view cameras and other advanced techniques. Projects of photo-essay form, designed to build students' portfolios. Students furnish their own cameras, film and paper. **Prerequisites:** B.A.-ART 329; B.F.A.-ART 329, completion of 21 hours of the B.F.A. core. **Four hours per week.**

430. DRAWING IV **3 hours credit**
Study of advanced monochromatic and polychromatic drawing techniques using wet and dry media with special attention given to ongoing thematic projects. Students furnish their own materials. **Prerequisites:** B.A.-ART 330, completion of 21 hours of the B.F.A. core. **Four hours per week.**

431. DRAWING V **3 hours credit**
Continued study in studio problems associated with drawing. Focus on the development of a portfolio and a series of papers based on a selected list of readings. **Prerequisite:** ART 430. **Four hours per week.**

440. PAINTING III **3 hours credit**
Study of watercolor, oil, acrylic or media substitute. Focus on painting and critiques. **Prerequisites:** B.A.-ART 340; B.F.A.-Art 340, completion of 21 hours of the B.F.A. core. **Four hours per week.**

441. PAINTING IV **3 hours credit**
Advanced experience requiring an individual theme and goals using one of the following media: watercolor, oil, acrylic or agreed upon substitute. Development of a professional portfolio. Sketch books and written papers required. Students furnish their own materials. **Prerequisite:** ART 440. **Four hours per week.**

442. PAINTING V **3 hours credit**
Continued study in studio problems associated with painting. Focus on the development of a portfolio and a series of papers based on a selected list of readings. **Prerequisite:** ART 441. **Four hours per week.**

461. SCULPTURE III **3 hours credit**
Advanced experience of techniques and media. Students furnish their own materials. **Prerequisites:** B.A.-ART 361; B.F.A.-ART 361, completion of the B.F.A. core. **Four hours per week.**

475. ARTS AND CRAFTS FOR THE
EXCEPTIONAL CHILD **3 hours credit**
Art activities for the exceptional child. Provides a curricular framework for sequential planning and for material exploration for both gifted and slow learners. Students must furnish materials. **Prerequisites:** ART 375/EDUC 375, PSYC 423. **Four hours per week.**

480. ART, PSYCHOLOGY AND
VISUAL PERCEPTION **3 hours credit**
Students use principles of psychology and visual perception to develop increased understanding of the visual arts. Students

cannot receive credit for both PSYC 480 and ART 480. Does not satisfy General Education requirements. **Prerequisites:** PSYC 101, a minimum total of six semester hours in art or psychology. **Three hours per week.**

490. INDEPENDENT STUDY **1-3 hours credit**
Directed study in one or a combination of studio disciplines. Students furnish their own materials. May be repeated once under different subtitle, for a total of no more than six credits. May be offered for undergraduate or graduate credit. **Prerequisites:** ART 390, approval of the department chair prior to registration.

498. SENIOR SEMINAR **3 hours credit**
Summary of the University art experience through active planning and execution of professionally oriented activities such as a group exhibit, professional portfolios, resumes and videotaped interviews. **Prerequisites:** Second semester junior or senior standing and completion of core. **Three hours per week.**

500. SEMINAR: ISSUES IN ART **3 hours credit**
Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Consent of instructor. **Four hours per week.**

Biology (BIOL)

101. FUNDAMENTALS OF BIOLOGY **4 hours credit**
Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. Does not satisfy biology major requirements . **Three hours lecture, one two-hour laboratory per week. Meets General Education IIIA or IIIB.**

105. BIOLOGY AND SOCIETY **3 hours credit**
Introduces the non-biology major to the broad principles, fundamental ideas and new discoveries in biology that significantly affect the human being's present and future existence. Relates the study of biology to the pressing social and cultural issues of today. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101. **Three one-hour lectures per week. Meets General Education IIIB.**

115. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY **1 hour credit**
Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment and protective clothing and general first aid. Students may not receive credit for both BIOL 115 and MDTC 101. **One hour per week.**

121. BIOLOGICAL PRINCIPLES AND PROCESSES **4 hours credit**
Introduction to the study of biology, focusing on the diversity of the plant kingdom and its physiological, biochemical and cellular bases. Designed for students majoring in biology; a prerequisite for most upper-level biology courses **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

122. BIOLOGICAL PRINCIPLES AND PROCESSES **4 hours credit**
Introduction to the study of biology, relating the diversity of the animal kingdom to its genetic, evolutionary, physiological and environmental bases. Designed for students majoring in biology and other sciences; a prerequisite for most upper-level biology courses. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

211. MICROBIOLOGY **4 hours credit**
Fundamental course in the study of microorganisms and their activity, with emphasis on bacteria. **Prerequisite:** BIOL 101 or 122 or 215. **Two hours lecture, four hours laboratory per week. Meets General Education IIIB.**

215. HUMAN ANATOMY AND PHYSIOLOGY I **4 hours credit**
Comprehensive study of the structure and function of the human organism, including the integumentary, skeletal, muscle, nervous and endocrine systems. **Prerequisites:** BIOL 101 or 122 recommended. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

216. HUMAN ANATOMY AND PHYSIOLOGY II **4 hours credit**
Comprehensive study of the structure and function of the human organism, including the circulatory, respiratory, digestive, urinary, immune and reproductive systems. **Prerequisite:** BIOL 101 or 122 or 215 recommended. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIB.**

217. NUTRITION **3 hours credit**
Foundation in the science of nutrition, including biological and biochemical backgrounds for the understanding of nutritional requirements. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101 or 121 or 122 or 215. **Three hours lecture per week. Meets General Education IIIB.**

219. BIOLOGY OF HUMAN AGING **3 hours credit**
Study of the effects of aging on the structure and functioning of the human body. Integrates biological aging with other aspects of human existence. Includes discussions of diseases common among the elderly. May not be used to satisfy requirements within the biology major. **Prerequisites:** BIOL 101 or both BIOL 215 and 216. **Three hours lecture per week. Meets General Education IIIB.**

220. HUMANS AND THE ENVIRONMENT **4 hours credit**
Interdisciplinary course in conjunction with the departments of Chemistry and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. Cannot be repeated for credit in the Chemistry or Geography and Regional Planning departments and cannot be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

225. ECOLOGY **4 hours credit**
Introduction to the interactions between organisms and their environment. Biotic and abiotic factors affecting individuals, populations, communities and ecosystems emphasized. **Prerequisites:** BIOL 121 and 122. **Three hours lecture, three hours laboratory per week.**

250. ECONOMIC BOTANY **3 hours credit**
Study of the economic importance of plants, emphasizing the origin, domestication and usage of food and medicinal plants. Does not satisfy General Education III requirements. **Prerequisite:** BIOL 121. **Three hours lecture per week.**

260. BIOLOGICAL DRAWING AND ILLUSTRATION **3 hours credit**
Introduction to drawing and illustration techniques used in biology through slide lectures and discussions, class exercises and assigned projects using pencil, charcoal, pen and ink, scratchboard and color. Through these exercises, students will develop their observational skills and closely study biological subjects. Students furnish their own materials. ART 130 or some drawing experience is highly recommended. **Prerequisite:** BIOL 101 or 121 or 122. **Four hours per week.**

301. HISTORY AND LITERATURE OF BIOLOGY **2 hours credit**
Introduction to the history and literature of biology. Special emphasis on the development of contemporary concepts and techniques of information retrieval. **Prerequisites:** BIOL 101, 225. **Two hours lecture per week.**

312. PLANT TAXONOMY **3 hours credit**
Classification of plants, with emphasis on the local flora. **Prerequisite:** BIOL 225. **Two hours lecture, three hours laboratory per week.**

313. COMPARATIVE ANATOMY **4 hours credit**
Study of vertebrate body structures, emphasizing the progressive and adaptive changes that occurred in evolution. **Prerequisite:** BIOL 225. **Three hours lecture, three hours laboratory per week.**

316. GENERAL ENTOMOLOGY **3 hours credit**
Study of the natural history, identification and life cycles of insects. Special reference to those species of medical and economic importance to people. **Prerequisite:** BIOL 225. **Two hours lecture, three hours laboratory per week.**

320. BIOLOGY OF THE VERTEBRATES **3 hours credit**
Study of vertebrate animal life, including evolution, behavior, reproduction, thermoregulation, migration and conservation. Field trips emphasize wildlife biology, and identification and natural history of local species. **Prerequisite:** BIOL 225. **Two hours lecture, three hours laboratory per week.**

321. INVERTEBRATE ZOOLOGY **4 hours credit**
Study of animals without backbones emphasizing functional morphology and physiological adaptations. Laboratory sessions focus on investigation of living and preserved specimens. **Prerequisite:** BIOL 122. **Three hours lecture, three hours laboratory per week.**

322. PARASITOLOGY **3 hours credit**
Study of the important parasites of humans and domestic animals. **Prerequisite:** BIOL 122. **Two hours lecture, three hours laboratory per week.**

323. MEDICAL MICROBIOLOGY **4 hours credit**
Study of the medically important microorganisms, including methodology and techniques of identification. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

324. PLANT MORPHOLOGY **3 hours credit**
Study of extinct and extant vascular plants, emphasizing evolutionary relationships, reproduction and vegetative organization. **Prerequisite:** BIOL 121. **Two hours lecture, three hours laboratory per week. Meets General Education IIIB.**

325. PLANT ANATOMY **4 hours credit**
Study of gross and microscopic plant structure, with special emphasis on higher plants. **Prerequisite:** BIOL 121. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

333. IMMUNOLOGY **4 hours credit**
Basic course dealing with the cellular and chemical aspects of immunity. Antigen-antibody reaction surveyed and its clinical laboratory implications thoroughly discussed. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

334. PATHOPHYSIOLOGY **4 hours credit**
Study of the causes, bodily changes, signs and symptoms, and mechanisms involved in common and serious human diseases. **Prerequisites:** BIOL 215, 216. **Three hours lecture, two hours laboratory per week.**

350. CELL BIOLOGY **4 hours credit**
Study of the structure and function of cell surfaces, membranes, cytoplasm and organelles in both eucaryotic and procaryotic organisms. Cannot be taken for credit if student has credit for BIOL 275 or 375. **Prerequisites:** BIOL 121, 122; CHEM 121, 122, 221. **Three hours lecture, three hours laboratory per week.**

360. GENETIC ANALYSIS **3 hours credit**
Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics. **Prerequisites:** BIOL 121 and 122 required; MATH 155 recommended. **Three hours lecture per week.**

370. MOLECULAR GENETICS **3 hours credit**
Study of mechanisms of heredity emphasizing organization of the genome, mutation and regulation of gene expression. **Prerequisites:** BIOL 350. **Three hours lecture per week.**

399. INTERNATIONAL FIELD STUDIES **3 hours credit**
Students experience a specific aspect of a biological discipline in a foreign country. Pre-tour lectures, post-tour discussion and other activities required. **Prerequisite:** Consent of instructor. **Fifteen hours pre-trip experience, at least 50 hours field activities over a minimum of 10 days, two-hour post-trip discussion session.**

401. WETLAND ECOLOGY **4 hours credit**
Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisite:** BIOL 225; BIOL 202: Marine Botany (UMES) strongly recommended. May be offered for undergraduate or graduate credit. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY **3 hours credit**
Study of birds. Topics include form and function, behavior and communication, reproduction, migration, ecology and conservation. Field trips emphasize identification and natural history of local species. May be offered for undergraduate or graduate credit. **Prerequisite:** BIOL 225. **Two hours lecture, three hours lab per week.**

407. THE BIOLOGY OF FISHES **3 hours credit**
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. May be offered for undergraduate or graduate credit. **Prerequisites:** BIOL 122, 225. **Three hours lecture per week.**

410. ESTUARINE BIOLOGY **3 hours credit**
Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. May be offered for undergraduate or graduate credit. **Prerequisite:** BIOL 225 (BIOL 321 strongly recommended). **Two hours lecture, two hours laboratory per week.**

411. VERTEBRATE EMBRYOLOGY **4 hours credit**
Comparative study of vertebrate embryology including evolutionary relationships and topics in molecular and developmental biology. **Prerequisites:** BIOL 122, 350. **Two hours lecture, four hours laboratory per week.**

412. ALGAE, FUNGI AND BRYOPHYTES **4 hours credit**
Study of the phylogenetic and ontogenetic development and ecological importance of non-vascular plants. **Prerequisites:** BIOL 121, 225. **Three hours lecture, three hours laboratory per week.**

413. HISTOTECHNIQUE 3 hours credit
Preparation of tissues for microscopy. **Prerequisite:** BIOL 350. **One hour lecture, four hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY 3 hours credit each
Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements within the major. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR 1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. May be offered for undergraduate or graduate credit. **Prerequisite:** Junior standing or consent of instructor. **One hour per week.**

420. READINGS IN BIOLOGY 1-3 hours credit
Readings designed to permit in-depth study of selected topics. Students submit written reports of their findings at the end of the semester. Specific topics are indicated on students' transcripts. **Prerequisites:** Sixteen hours in biology, consent of instructor.

422. VERTEBRATE PHYSIOLOGY 4 hours credit
Study of the physiological processes of vertebrate animals including specific adaptations of certain species to their environment. May be offered for undergraduate or graduate credit. **Prerequisites:** BIOL 122 and 350, CHEM 121. **Three hours lecture, three hours laboratory per week.**

425. TOXICOLOGY 3 hours credit
Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with ENVH 425. May not be taken for credit if student has credit for ENVH 425. **Prerequisites:** Junior standing, eight hour of chemistry, eight hours of biology, or consent of instructor. **Three hours lecture per week.**

430. PLANT PHYSIOLOGY 4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. May be offered for undergraduate or graduate credit. **Prerequisite:** BIOL 121, CHEM 221. **Three hours lecture, three hours laboratory per week.**

435. EVOLUTIONARY BIOLOGY 3 hours credit
Advanced study of the principles, mechanisms and processes of biological evolution. **Prerequisite:** BIOL 350. **Three hours lecture per week.**

440. CONTEMPORARY GENETICS 4 hours credit
Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with CHEM 419. Cannot receive credit for both BIOL 440 and CHEM 419. May be offered for undergraduate or graduate credit. **Prerequisites:** BIOL 350 and 370, and CHEM 221; or pre/corequisite CHEM 418. **Six hours per week.**

445. VIROLOGY 3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. May be offered for undergraduate or graduate credit. **Prerequisite:** BIOL 350. **Three hours lecture per week.**

450. INTERNSHIP 1-3 hours credit
Experiences in biology-related work provide students with an opportunity to use acquired biological knowledge in a professional way and to investigate potential career options. Under special circumstances this course may be taken a second time for credit, but only with permission of the internship coordinator. **Prerequisite:** Junior standing, biology major and approval of Internship Coordinator. **45 student contact hours per credit hour. (P/F)**

490. SPECIAL TOPICS IN BIOLOGY 1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisites:** Sixteen hours of biology, junior standing, approval of instructor.

499. HONORS 3 hours credit
Independent study in an area of biology leading to an honors thesis. **Prerequisite:** Approval of department chair.

501. MODERN CONCEPTS IN BIOLOGY 3 hours credit
Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Three hours lecture per week.**

502. BIOLOGY AND ENVIRONMENT 3 hours credit
Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY 3 hours credit
Intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

504. PERSPECTIVES IN MODERN GENETICS 3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

552. ADVANCED HUMAN PHYSIOLOGY 3 hours credit
In-depth study of the physiology and associated anatomic structures of human organ systems. Topics include the cell and the nervous, muscular, circulatory, endocrine, digestive and excretory systems, with separate attention to temperature regulation. **Prerequisite:** B.S. in biology, health related field or education with biology emphasis. **Three hours lecture per week.**

Business Administration (BUAD)

101. INTRODUCTION TO THE WORLD OF BUSINESS 3 hours credit
Designed as an interactive, team-taught learning experience that illustrates how the various fields of business coexist in the world. Provides students an introduction to the Perdue School, as well as the necessary tools to develop meaningful and measurable learning objectives to be used throughout the academic career. Topics include personal growth and development essential to business as well as the various subfields of business, such as: accounting, finance, information science, management, marketing and operations. Credit may not be received for both BUAD 101 and 103. Successful completion of this course satisfies the orientation requirements (GENL 001). This course is required for all incoming freshmen who are interested in the fields of accounting, information systems management and business administration (i.e., finance, international business, management and marketing). **Prerequisite:** Freshman (students with fewer than 25 hours of credit) who have declared accounting, information systems management and business administration as their major. **Three hours lecture, one hour lab.**

103. INTRODUCTION TO BUSINESS 3 hours credit
Introduction to the internal and external environment of contemporary business. Topics include the nature of business and its operations and a survey of basic concepts, principles and practices. Provides a foundation for advanced study and assistance in making career decisions. Not open to students who are concurrently enrolled in, or have received academic credit for, any 300- or 400-level BUAD/ACCT/ISMN courses. **Three hours per week.**

104. PERSONAL FINANCE 3 hours credit
Comprehensive survey of personal financial topics including budgeting; borrowing; savings and investments; life, health and casualty insurance; and home buying. Emphasis on lifetime economic cycle. Students who have credit for or are taking BUAD 311 will not receive credit for this course. **Three hours per week.**

248. LEGAL ENVIRONMENT 3 hours credit
In-depth analysis of legal principles and their relationship to commerce. Topics include areas of torts, constitutional law, contracts and government regulation. **Three hours per week.**

281. INTERMEDIATE BUSINESS STATISTICS 3 hours credit
Study of statistical technique applied to organizational decision-making. Topics include analysis of variance and experimental design, chi-square applications, regression and correlation analysis, time series analysis and index numbers. **Prerequisites:** MATH 160 and a grade of C or better in MATH 155. **Three hours per week.**

311. FINANCIAL MANAGEMENT 3 hours credit
Addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models and related global issues. Explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital and capital structure decisions. **Prerequisites:** Majors: junior standing, admission to the professional program, including ECON 211, 212; or economics major with senior standing. Minors or others: junior standing, completion of ACCT 201, MATH 155, ECON 150 or 211. **Three hours per week.**

312. RISK MANAGEMENT AND INSURANCE 3 hours credit
Examines principles and practices of asset and income conservation for businesses and individuals through various risk-management techniques including insurance. **Prerequisite:** BUAD 311 or consent of instructor. **Three hours per week.**

320. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR 3 hours credit
Study of the general nature, behavior and functions of organization and management in business. Emphasis on planning, organizing, leading, motivating and controlling. **Prerequisite:** Majors: junior standing, admission to the professional program. Minors or others: junior standing. **Three hours per week.**

326. PRODUCTION AND OPERATIONS MANAGEMENT 3 hours credit
Study of productivity, quality control, cost-effectiveness and profitability of manufacturing and service organizations from the managerial perspective. Topics include product design, resource requirements and flow, facility layout, distribution system design, quality control, forecasting techniques and inventory policy. **Prerequisites:** Majors: junior standing, admission to the professional program. Minors or others: junior standing. **Three hours per week.**

330. PRINCIPLES OF MARKETING MANAGEMENT 3 hours credit
Survey of basic marketing concepts and principles from a managerial perspective. Topics include the marketing concept, environment and demand analysis, marketing mix (product, price distribution and promotion) and an introduction to marketing strategy and international marketing. **Prerequisites:** Majors: junior standing, admission to the professional program. Minors or others: junior standing and ECON 150 or 211 or 212. **Three hours per week.**

331. PROMOTION MANAGEMENT 3 hours credit
Managerial overview of advertising and sales promotion as they relate to economic and social systems. Topics include promotional planning, research, media selection, creative implementation, retail, business/professional and consumer advertising. **Prerequisite:** BUAD 330. **Three hours per week.**

332. BUYER BEHAVIOR 3 hours credit
Examination of the buyer (individual consumer and organizational agent) as problem solver. Topics include buying decision processes and social, psychological, anthropological and economic factors that influence behavior in the marketplace. Examines principles, theories, models and research techniques related to purchasing behavior. **Prerequisite:** BUAD 330. **Three hours per week.**

333. SALES MANAGEMENT I 3 hours credit
Introduction to sales management and the personal selling component of marketing management. Emphasis on the selling process, the buyer-seller dyad, market analysis, formulation of sales strategies, the sales presentation, and account and territory management. **Prerequisite:** BUAD 330. **Three hours per week.**

334. PRINCIPLES OF RETAILING 3 hours credit
Evaluation of retailing in our economy with emphasis on change in a dynamic environment. Topics such as structure, organization, merchandising, planning policy, inventory, pricing, record keeping, communication, personnel and location are reviewed, discussed and analyzed. **Prerequisite:** BUAD 330. **Three hours per week.**

338. SPECIAL BUSINESS TOPICS 3 hours credit
Advanced study of varying business topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for a concentration elective depending on the topic (see director of undergraduate studies). **Prerequisite:** Varies by topic. **Three hours per week.**

345. PURCHASING AND MATERIALS MANAGEMENT 3 hours credit
Examination of the procurement and materials management function of government and industry including planning, acquisition, storage, physical movement and control of materials. **Prerequisites:** BUAD 320, 330. **Three hours per week.**

348. BUSINESS LAW 3 hours credit
Detailed expansion of Legal Environment (BUAD 248). Additional topics include business associations, partnerships, agencies, corporations, bankruptcy law, securities and accountants' liability. Stresses topics commonly found on the uniform CPA examination. **Prerequisite:** BUAD 248. **Three hours per week.**

360. GOVERNMENT REGULATION OF BUSINESS **3 hours credit**
Business function under the regulatory bodies of all levels of government. Federal, state and local government requirements for business operations are covered as well as their effect on the economic operation of the enterprise. **Prerequisites:** ECON 211, 212. **Three hours per week.**

380. MANAGEMENT SCIENCE **3 hours credit**
Study of quantitative models for business decision making in a computer-assisted environment. Emphasis on converting typical business problems into mathematical formats. Topics include linear and integer programming, distribution models, inventory and production management, scheduling, queuing theory and business simulation. **Prerequisites:** MATH 151, 160; ISMN 111. **Three hours per week.**

384. INTERNATIONAL BUSINESS **3 hours credit**
Study of the international aspects of business. Topics include but are not limited to the economics of international trade and other major aspects of international business operations (e.g. finance, management, marketing, etc.). May not be taken for credit if student has credit for BUAD 385 or 386. **Prerequisites:** BUAD 320, 330, and 104 or 311. **Three hours per week.**

386. BUSINESS IN ITS GLOBAL SETTING **3 hours credit**
Study of the international aspects of business management and its cultural, economic and political environment in its actual setting. Topics include the economics of international trade, sociocultural environment, political risk and other major aspects of international business operations (e.g. finance, management, marketing, etc.). Part or all of the course will be held in another country. **Prerequisites:** Junior standing and permission of instructors. **Three hours per week.**

401. BUSINESS MARKETING **3 hours credit**
Study of concepts, techniques and problems in organizational marketing. Topics include organizational buying process, buyer-seller relationships, business market segmentation, market planning, sales forecasting and design of marketing mix strategies. Considers a variety of business marketing situations. **Prerequisite.** BUAD 330. **Three hours per week.**

420. BUSINESS AND SOCIETY **3 hours credit**
Focus on social problems facing business organizations. Equal rights, ecology, consumerism, quality of work life, government-business interface, economic instability, energy and other emerging social issues are examined. Students analyze these problems and develop approaches for dealing with them effectively and responsibly. **Prerequisites:** BUAD 320 or 330. **Three hours per week.**

422. MANAGEMENT OF THE MULTINATIONAL BUSINESS **3 hours credit**
Provides students with an understanding of the unique features that characterize the multinational enterprise. Emphasis on the changing context in which business is conducted on a global basis. **Prerequisite:** BUAD 320. **Three hours per week.**

423. INTERNATIONAL MARKETING **3 hours credit**
Study of the decision-making process in marketing products and services across national boundaries. Examination of the design and modification of marketing strategies. Identification of potential markets with consideration of product, price, promotion and distribution decisions within the restraints of a particular cultural, economic and political setting. **Prerequisite:** BUAD 330. **Three hours per week.**

425. APPLIED ORGANIZATIONAL SCIENCE **3 hours credit**
Use of understandings about human behavior to motivate employees to work together in harmony. Topics include fundamentals of organizational behavior, leadership and its development, organizational environment and communications, and group processes. **Prerequisite:** BUAD 320. **Three hours per week.**

428. ENTREPRENEURSHIP **3 hours credit**
Practical analysis of the viability of a business venture and development of a business plan to fund such a venture. Emphasis on reducing risk and uncertainty under competitive economic conditions. **Prerequisites:** BUAD 320, 330. **Three hours per week.**

429. SMALL BUSINESS CONSULTING **3 hours credit**
Study of methods and techniques for consulting with small and independent businesses. Students work with business owners under faculty supervision to study real problems of small business organizations and devise and recommend solutions. **Prerequisites:** Senior status, BUAD 428, or consent of instructor. **Three hours per week.**

430. MARKETING MANAGEMENT STRATEGY **3 hours credit**
Comprehensive managerial analysis of the marketing function. Emphasis on strategic planning and implementation and control of marketing mix activity. Students apply overall knowledge to analyze and propose solutions to marketing problems/opportunities. **Prerequisites:** Senior status, BUAD 330, six additional hours of marketing electives. **Three hours per week.**

433. SALES MANAGEMENT II **3 hours credit**
Advanced study of the personal selling component of marketing management. Emphasis on leading and managing sales personnel and the creation and administration of the sales program. **Prerequisite:** BUAD 333. **Three hours per week.**

438. MARKETING RESEARCH **3 hours credit**
Collection and analysis of marketing data viewed in context of identifying the market demand (methods of decision making for marketing management). Topics include Bayesian decision theory, sampling techniques, and regression and correlation analysis. Prerequisites: BUAD 281, 330. **Three hours per week.**

439. SENIOR MARKETING SEMINAR **3 hours credit**
Students address contemporary marketing issues and practice marketing management by using an experimental approach to assess the marketing plans and programs of marketing organizations. **Prerequisites:** Senior status, BUAD 430 or 438, consent of instructor. **Three hours per week.**

440. CORPORATE FINANCE **3 hours credit**
Study of corporate financial policy issues within the context of value creation. Topics include in-depth analysis of advanced capital budgeting methods, capital structure policy, dividend policy, derivatives and hedging risk within the context of corporate financial policy. Case studies, application-oriented articles and daily media reports used to bridge the academic/theoretical arguments to the real life problems/situations. **Prerequisite:** C or better in BUAD 311. **Three hours per week.**

441. INVESTMENTS I **3 hours credit**
Examines the capital market and marketable securities traded in the market, with emphasis on stocks and fixed income securities. Topics include portfolio theory, the efficient market hypothesis and evaluation of portfolio performance. **Prerequisite:** C or better in BUAD 311. **Three hours per week.**

442. INVESTMENTS II **3 hours credit**
Advanced study of security markets and investment alternatives. Topics include options, futures, advanced security analysis, portfolio theory, portfolio management and international dimensions of investing. **Prerequisite:** C or better in BUAD 441. **Three hours per week.**

443. ESSENTIALS OF REAL ESTATE **3 hours credit**
Analysis of the structure of real estate markets. Study of principles of mortgage lending, property appraisal and real estate investments. **Prerequisite:** C or better in BUAD 311. **Three hours per week.**

445. FINANCIAL INSTITUTIONS AND MARKETS **3 hours credit**
Examines the structure and functions of depository and non-depository financial institutions, the money and capital markets, and the role of government in the financial markets. **Prerequisite:** C or better in BUAD 311 or economics major with senior status. **Three hours per week.**

447. INTERNATIONAL FINANCIAL MANAGEMENT **3 hours credit**
Analysis of the foreign exchange markets, exchange rate behavior and risk management, international trade financing, country risk analysis, international banking and the role of direct foreign investment. **Prerequisite:** C or better in BUAD 311. **Three hours per week.**

449. PRACTICUM IN PORTFOLIO MANAGEMENT **3 hours credit**
Practical experience in managing an investment portfolio in a teamwork environment, with emphasis on economic, industry and company analysis; report preparation; security selection; daily decision making; record keeping; and performance evaluation. Students will be responsible for making all material decisions in managing the Perdue School Student Management Investment Fund. May be repeated for an additional three hours credit. **Prerequisite:** BUAD 441 and consent of instructor. **Three hours per week.**

450. HUMAN RESOURCE MANAGEMENT **3 hours credit**
Study of management of human resources in organizations. Topics include recruiting, selecting, developing and compensating personnel; labor union relations; and development of personnel policy. Not open to students with credit for BUAD 427. **Prerequisite:** BUAD 320. **Three hours per week.**

451. STAFFING ORGANIZATIONS **3 hours credit**
Detailed examination of recruitment, selection and placement as human resources management activities. Emphasis on functional and strategic staffing topics. Topics include position advertising, interviewing and selection testing. **Prerequisite:** BUAD 320. **Three hours per week.**

452. EMPLOYEE-MANAGEMENT RELATIONS **3 hours credit**
Detailed examination of human resource areas covering the relationship between employees and management. Course covers unions/collective bargaining, employee rights/responsibilities and employment law. **Prerequisite:** BUAD 320. **Three hours per week.**

460. MANAGERIAL DECISION SUPPORT SYSTEMS **3 hours credit**
Analysis of rational management decision making under conditions of risk and uncertainty. Emphasis on the analysis of problems with multiple, conflicting objectives in industry and government. **Prerequisites:** BUAD 311, 320. **Three hours per week.**

490. BUSINESS INTERNSHIP **3 hours credit**
Intern experience in business or government. May be used as a business concentration/track elective if approved by the school dean. **Prerequisites:** Junior or senior status; business, accounting, management information systems or economics major; placement and approval by the ABLE program director.

491. ADVANCED BUSINESS INTERNSHIP **3 hours credit**
Research associated with an internship experience in business or government. **Prerequisites/co-requisites:** BUAD 490, approval of the ABLE program director.

492. STRATEGIC MANAGEMENT **3 hours credit**
Seminar in strategic business decision making. Emphasizes evaluating and integrating appropriate marketing, financial and management information. **Prerequisites:** BUAD 311, 320, 330; business/accounting/management information systems major in their last semester before graduation. **Three hours per week.**

494. DIRECTED STUDY IN BUSINESS/ACCOUNTING/ISMN **1-3 hours credit**
For students who desire to do research or pursue a special topic in business administration. **Prerequisites:** Junior/senior status, consent of instructor prior to registration.

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS **3 hours credit**
Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and ISMN 111 (or equivalents). **Three hours per week.**

535. HEALTH CARE FINANCE **3 hours credit**
Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE **3 hours credit**
Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or equivalent. **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT **3 hours credit**
Study of the interrelationship of various management functions: principles of general management, production management, management information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

560. GRADUATE SURVEY OF MARKETING **3 hours credit**
Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

615. RESEARCH METHODOLOGY **3 hours credit**
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY 3 hours credit
Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR 3 hours credit
Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Study of the environmental forces which influence the organization. Includes identification and measurement of external forces and effects on management decisions. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT 3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY 3 hours credit
Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR 3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY 3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP 3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and nonbusiness institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS 3 hours credit
Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY 3 hours credit
Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SU's M.B.A. program, including either ACCT 640, 650 or BUAD 650. To be taken in the final semester before graduation. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR 3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. May be taken up to three times under different subtitles recorded with the registrar. **Three hours per week.**

686. GLOBAL BUSINESS 3 hours credit
Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program, written permission of instructor and M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS 1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

Chemistry (CHEM)

100. INTRODUCTION TO CHEMISTRY 3 hours credit
Study of the fundamentals of chemistry with emphasis on the development of reasoning and quantitative skills necessary for problem solving. Students with little or no previous algebra/chemistry may wish to take this course prior to CHEM 121. Does not satisfy chemistry major requirements. **Three hours per week.**

101. PHYSICAL SCIENCE 4 hours credit
Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** MATH 103 or college algebra. **Three hours lecture and two hours lab per week. Meets General Education IIIA or IIIB.**

107. CHEMISTRY: A HUMANISTIC PERSPECTIVE 4 hours credit
Study of the development of chemistry and the impact of chemistry on our world. Chemical principles and concepts are used to understand applications of chemistry to our everyday lives. **Three hours lecture, one two-hour laboratory per week. Meets General Education IIIA or IIIB.**

109. ENERGY AND THE ENVIRONMENT 4 hours credit
Study of the interaction of physical science and the environment, providing students not majoring in science an understanding of the scientific principles in our technological society. **Three hours lecture, one two-hour laboratory per week. Meets General Education IIIA or IIIB.**

121. GENERAL CHEMISTRY I 4 hours credit
Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. **Prerequisite:** Two years high school algebra and chemistry, or CHEM 100. **Three hours lecture, one three-hour laboratory per week. Meets General Education IIIA or IIIB.**

122. GENERAL CHEMISTRY II 4 hours credit
Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry. **Prerequisite:** CHEM 121. **Three hours lecture, one three-hour laboratory per week. Meets General Education IIIA or IIIB.**

207. LABORATORY SAFETY 1 hour credit
Development of skills and attitudes for working with chemicals in a confident and responsible way. Emphasis on safety precautions and emergency procedures in case of a chemical accident. **Prerequisite:** CHEM 122, CPR certification (prereq/coreq). **One hour per week.**

210. INTRODUCTION TO CHEMICAL RESEARCH 1-3 hours credit
Introduction to individual directed study on an approved subject under faculty supervision. Written report required. May be taken twice for credit. May not be used to satisfy requirements for chemistry major or minor. **Prerequisite:** Consent of the department. **Two hours laboratory per week per credit hour.**

212. CHEMISTRY OF THE ELEMENTS 2 hours credit
Introduction to the properties and reactivities of the elements and their compounds. Emphasis on interpreting trends of the periodic table to predict physicochemical behavior. **Prerequisite:** CHEM 122. **Two hours per week.**

220. HUMANS AND THE ENVIRONMENT 4 hours credit
Interdisciplinary laboratory course in conjunction with the departments of Biology and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. Cannot be repeated for credit in the Biology or Geography and Regional Planning departments within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

221. ORGANIC CHEMISTRY I 4 hours credit
Systematic study of the compounds of carbon including their organization, preparation and typical reactions. Classes of compounds studied include aliphatic hydrocarbons, aromatic hydrocarbons. **Prerequisite:** CHEM 122. **Three hours lecture, one three hour laboratory per week. Meets General Education IIIB.**

222. ORGANIC CHEMISTRY II 4 hours credit
Continued study of carbon compounds including acid derivatives, aldehydes, ketones, amines and phenols. Emphasis on the mechanism and stereochemistry of organic reactions. **Prerequisite:** CHEM 221. **Three hours lecture, one three-hour laboratory per week.**

310. INTERMEDIATE CHEMISTRY RESEARCH 1-3 hours credit
Intermediate level individual chemical research on an approved subject under supervision of a member of the faculty. Written report and seminar presentation required. May be taken for credit. May not be used to satisfy requirements of chemistry major or minor. **Prerequisites:** Consent of department and successful completion of, or current enrollment in CHEM 221. **Two hours laboratory per week per credit.**

311. SURVEY OF PHYSICAL CHEMISTRY 3 hours credit
Survey of physical chemistry and its application to biological systems. Designed for students wishing to complete the chemistry/biochemistry track. **Prerequisite:** Math 201 and PHYS 123 or 223. Math 202 recommended. **Three hours per week.**

321. ANALYTICAL CHEMISTRY 4 hours credit
Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods. **Prerequisite:** CHEM 122. **Three one-hour lectures, one three-hour laboratory per week. Meets General Education IIIB.**

333. INSTRUMENTAL ANALYSIS 3 hours credit
Study of the theoretical and practical aspects of modern instrumental analysis. Topics include information processing, spectroscopic, chromatographic and electrochemical methods. **Prerequisite:** CHEM 321. **Three hours lecture per week.**

341, 342. PHYSICAL CHEMISTRY I, II 3 hours credit each
Comprehensive study of the fundamental concepts of physical chemistry. **Prerequisites:** MATH 201, 202, PHYS 309 and CHEM 122 or consent of instructor. **Three hours lecture per week.**

381. ENVIRONMENTAL CHEMISTRY 3 hours credit
Introductory survey of contemporary issues and problems in the chemistry of the environment. Chemistry of the atmosphere, natural and treated waters, and wetlands examined and discussed. Numerical application problems solved in group settings. **Prerequisites:** CHEM 121/122, 221/222. **Three hours per week.**

406. INORGANIC CHEMISTRY 3 hours credit
Study of the theoretical concepts of inorganic chemistry with focus on the relationship between structure, bonding and reactivity. Emphasis on the chemistry of transition metals. **Prerequisite:** CHEM 342. **Three hours per week.**

408. POLYMER CHEMISTRY 3 hours credit
Study of the fundamental concepts of polymer chemistry with emphasis on structure, stereochemistry, synthesis and properties. **Prerequisites:** CHEM 222, 342. **Three hours per week.**

409. ELECTROCHEMISTRY 3 hours credit
Study of the theory and applications of modern electrochemistry. Topics include a review of electrochemical cells, ion-selective electrodes, electrophoresis, polarography, cyclic voltammetry, corrosion processes and impedance measurements. **Prerequisite:** CHEM 333. **Three hours per week.**

410. CHEMICAL RESEARCH 3 hours credit
Individual undergraduate research on approved subject under supervision of a member of the staff. Written report, seminar presentation required. May be taken twice for credit. **Prerequisites.** Twenty-four hours of chemistry and 3.25 GPA or consent of instructor. **Six hours laboratory per week, conference with the instructor.**

412. ORGANIC CHEMISTRY III 3 hours credit
Continued study of carbon compounds including aryl halides, heterocyclic, polynuclear aromatic, unsaturated carbonyl and the organic compounds of sulfur and phosphorus. Emphasis on reaction mechanism and the interaction of functional groups. **Prerequisite:** CHEM 222. **Three hours lecture per week.**

413. INTERNSHIP/CO-OP IN CHEMISTRY 3 hours credit
Work experience designed to provide qualified students opportunities to use acquired chemical knowledge in a professional way. Written report, seminar presentation required. **Prerequisites:** Twenty-four hours of chemistry, consent of instructor. **Six hours work per week, conference with supervisor.**

415. SEMINAR 2 hours credit
Introduces students to the literature, writing styles and oral presentation styles used by the scientific community in general, and the field of chemistry specifically. Builds skills in discussing current topics in chemistry. **Prerequisite:** Junior standing or consent of instructor. **Two hours per week.**

417. BIOCHEMISTRY I 4 hours credit
Application of chemical principles to biological systems through study of the properties, analysis, functioning and relationship of proteins, carbohydrates, lipids and nucleic acids. May not be taken for credit if student has credit for CHEM 407. **Prerequisite:** CHEM 222 or consent of instructor. **Three hours lecture, three hour laboratory per week.**

418. BIOCHEMISTRY II 3 hours credit
Study of the intermediary metabolism of biomolecules and the biochemistry underlying the expression of information contained in DNA in the synthesis of biomolecules. **Prerequisite:** CHEM 417. **Three hours per week.**

419. BIOCHEMICAL METHODS 4 hours credit
Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with BIOL 440. Cannot receive credit for both CHEM 419 and BIOL 440. **Prerequisite/co-requisite:** CHEM 418, or **Prerequisite:** BIOL 350, 370 and CHEM 221. **Six hours per week.**

441. ADVANCED EXPERIMENTAL CHEMISTRY I 4 hours credit
Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and thermodynamic principles. **Prerequisite:** CHEM 333; CHEM 341; and CHEM 342 or 311. **Six hours per week.**

442. ADVANCED EXPERIMENTAL CHEMISTRY II 4 hours credit
Continuation of CHEM 441. Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and molecular structure. **Prerequisite:** CHEM 441. **Six hours per week.**

499. SPECIAL TOPICS IN CHEMISTRY 3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. May be offered for undergraduate or graduate credit. **Three hour lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY 3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles recorded with the registrar. Lab-lecture equivalent.

Communication Arts (CMAT)

100. FUNDAMENTALS OF COMMUNICATION 3 hours credit
Foundations of communication theory and practice relevant to interpersonal and public oral communication. Surveys the skills necessary to articulate oneself effectively in a variety of communication settings such as the interpersonal relationship, formal and informal groups, and public forums. **Three hours per week. Meets General Education IB.**

105. LISTENING: PROCESSES AND BEHAVIOR 3 hours credit
The place and value of listening in communication. Awareness of the importance of listening and the kinds of aural experiences that make for better understanding. **Three hours per week. Meets General Education IB.**

110. INTRODUCTION TO MASS MEDIA 3 hours credit
Theory, history, structure and functions of mass media (print, film, recording, radio, television, multimedia). **Three hours per week. Meets General Education IB.**

131. WRITING FOR BROADCASTING 3 hours credit
Fundamentals of writing for broadcasting, including basic script formats and basic forms such as public service announcements, continuity, news and dramas. **Prerequisite:** C or better in ENGL 101. **Three hours per week. Meets General Education IB.**

134. RADIO PRODUCTION 3 hours credit
Study and practice of all phases of radio production and equipment operation; includes legal and professional requirements for radio broadcasters. **Prerequisite:** CMAT 131. **Four hours per week.**

136. TELEVISION PRODUCTION 3 hours credit
Introduction to the equipment and techniques of television production. Operation of television studio production equipment; processes and procedures of producing and directing. **Prerequisite:** CMAT 131. **Four hours per week.**

200. THEORIES OF HUMAN COMMUNICATION 3 hours credit
Introductory survey of theories, including rhetoric, feminism, theories of meaning and mass, interpersonal, organizational, group and intercultural communication, and providing the theoretical bases for further study in communication. **Prerequisite:** CMAT 100. **Three hours per week.**

205. INTERPERSONAL COMMUNICATION 3 hours credit
Study of the factors that motivate and determine communication or non-communication among individuals, of the psychological barriers and inducements to open communication and of the effects of these factors upon the people involved. **Three hours per week. Meets General Education IB.**

218. ADVANCED PUBLIC SPEAKING 3 hours credit
Designed to improve exposure and practice in the preparation and presentation of messages. Emphasizes the nature, methods and principles of public address including persuasive, informative and special occasion presentations. **Prerequisite:** CMAT 100. **Three hours per week.**

236. ELECTRONIC FIELD PRODUCTION 3 hours credit
Study of the production of television and film programs using single camera and editing techniques. **Prerequisites:** CMAT 136. **Four hours per week.**

239. RADIO AND TELEVISION PRACTICUM 2 hours credit
Supervised experiences in radio and television production and performance. May be repeated once. Credits may be earned in several areas. **Prerequisites:** CMAT 136 and 236 (for television) or 134 (for radio). **Four hours per week.**

246. JOURNALISM 3 hours credit
Introduction to newspaper reporting and journalistic writing; the practical problems of publishing a newspaper. **Prerequisite:** ENGL 101. **Three hours per week.**

248. INTRODUCTION TO PUBLIC RELATIONS 3 hours credit
Study of the function of public relations, the relevant communication tools, the impact of emerging technology and the tasks, roles and responsibilities of a public relations professional. Additionally, it provides students with insight into future trends. May not be taken for credit if student has credit for CMAT 443. **Prerequisite:** CMAT 131 or 246. **Three hours per week.**

250. INSTRUCTIONAL COMMUNICATION 3 hours credit
Study of the communicative factors involved in the teaching-learning process. Explores the communication concepts applicable to classroom instruction and develops the communication skills essential in teaching groups of students. Special focus is given to communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. **Three hours per week. Meets General Education IB.**

260. FUNDAMENTALS OF ORGANIZATIONAL COMMUNICATION 3 hours credit
Study of human communication systems in organizations. Students explore one-to-one, small group and one-to-many communication, and develop the skills needed in organizational communication. **Three hours per week. Meets General Education IB.**

297. COMMUNICATION RESEARCH 3 hours credit
Introduction to the various methods of research. Will acquaint the student to the research process and the methods employed in the areas of communication research. Will cover the fundamental concepts of scientific method, various research methodologies and designs, processes and reporting of research findings. **Prerequisite:** CMAT 200. **Three hours per week.**

300. INTERCULTURAL COMMUNICATION 3 hours credit
Study of correctable communication problems caused by cultural differences. Analysis of problems from communication and cultural perspectives. Emphasis on ways to avoid and correct such problems. Does not satisfy General Education requirements. **Prerequisites:** CMAT 100 or 200 or 205 or consent of instructor. **Three hours per week.**

304. COMMUNICATION, GENDER AND CULTURE 3 hours credit
Explores the relationships among communication, gender and culture. Illuminates the pivotal role of communication in sustaining and altering existing gender and cultural patterns. **Prerequisites:** CMAT 200 and 205 or permission of the instructor. **Three hours per week.**

305. INTERPERSONAL COMMUNICATION II 3 hours credit
Extension of CMAT 205. A laboratory approach to the study of communicating in relationships. Exercises and assignments assist students in examining how they talk to others and form partnerships. **Prerequisites:** CMAT 200, 205. **Three hours per week.**

306. CONVERSATIONAL ANALYSIS 3 hours credit
Study of conversational goals and strategies. Focus on recognizing and understanding role of specific features (i.e. pronouns, sentence structure) in interpersonal contexts; individual communicative strategies and their effects on conversational patterns. Readings, data analyses, two or three exams. **Prerequisites:** CMAT 200, 205. **Three hours per week.**

307. INTERPERSONAL CONFLICT 3 hours credit
Examines the role of communication in interpersonal contexts where there is a need to manage conflict. Explores how communication can reflect, create and transform conflict. Analyzes the role of power, climate, emotions and other factors that contribute to destructive or constructive conflict patterns. Emphasizes conceptual understanding and basic skills in diagnosing conflict, making recommendations, monitoring one's own behavior and third party intervention. **Prerequisite:** CMAT 205.

308. INTERVIEWING 3 hours credit
Investigates interviewing situations based on giving and/or getting information and influencing the behavior of others through persuasion. Includes exercises demonstrating most commonly used forms of the interview. **Prerequisite:** CMAT 100, 205, 250 or 260. **Three hours per week.**

310. SMALL GROUP DISCUSSION 3 hours credit
Participation in and analysis of small group discussion. Emphasizes communication within the small group setting and effective group decision making. **Prerequisite:** CMAT 100 or 205 and CMAT 200. **Three hours per week.**

311. PARLIAMENTARY PROCEDURE 1 hour credit
Designed to familiarize the student with the fundamental practices in the process and procedures of rules of order. Explores rules of order and how they are used to guide a meeting; roles and responsibilities of the group leader; responsibilities of individual members; establishing organizations, their charters and bylaws; and the role of the parliamentarian. **One hour lecture per week.**

312. NONVERBAL COMMUNICATION 3 hours credit
Study of human communicative behavior without the use of words. Ways of sending and receiving nonverbal messages are examined with the goal of awareness and understanding of their communicative value. **Prerequisites:** CMAT 100 or 205 and 200. **Three hours per week.**

315. PERSUASION 3 hours credit
Historical and critical study of persuasive forms and techniques including propaganda and advertising. Study of theory and ethics of persuasion. Practice in persuasive communication. **Prerequisites:** CMAT 100, 200. **Three hours per week.**

316. ARGUMENTATION AND DEBATE 3 hours credit
Study of the basic principles of argumentation, rational decision making and advocacy. Concepts include logical reasoning, analysis and critical thinking. Practice in the presentation and application of these principles. **Prerequisites:** CMAT 100, 200 or permission of instructor. **Three hours per week.**

330. BROADCAST JOURNALISM 3 hours credit
Principles, forms and techniques of broadcast journalism. Practicum in broadcast news writing, editing, processing and delivery. Practical experience in producing magazine-style news packages for a weekly newscast. **Prerequisite:** CMAT 236, 246; **Co-requisite:** CMAT 339. **Three hours per week.**

331. DRAMATIC WRITING FOR RADIO AND TELEVISION 3 hours credit
Instruction in the elements of drama, broadcast writing techniques, forms and styles. Assignments include creating scripts for such broadcast genres as public service announcements, docudramas and comedies. **Prerequisite:** Consent of instructor. **Three hours per week.**

332. MEDIA CRITICISM AND ANALYSIS 3 hours credit
Development of critical viewing skills through analysis of program conventions, genres and media aesthetics, and through intensive writing. **Prerequisite:** CMAT 334 or consent of instructor. **Three hours per week.**

333. DOCUMENTARY PRODUCTION 3 hours credit
Investigates documentary styles and techniques. Emphasizes the documentary production process, familiarity with variety of documentary styles and good production skills. **Pre-**

requisite: CMAT 236 or consent of instructor. **Three hours lecture per week.**

334. THE MASS MEDIA IN SOCIETY 3 hours credit
Critical study of the persuasive elements generated through the mass media, and the resulting influence the media exert upon society. **Prerequisites:** CMAT 110, 200. **Three hours per week.**

335. COMMUNICATING ON THE WEB 3 hours credit
Acquaints the student with the numerous and varied elements contained on the Internet. The course will enhance communication skills specifically for the networked environments and discuss how to reach specific audiences on the net. Instruction includes media writing, page design, site development and learning about hypertext markup language. Integral to the course is evaluating and analyzing Web based content. **Prerequisites:** CMAT 131,110. **Three hours per week.**

336. ADVANCED TELEVISION PRODUCTION 3 hours credit
Application to advanced television production of principles and processes learned in earlier production classes. Creation of programming for campus cable. **Prerequisites:** CMAT 136, 236. **Four hours per week.**

337. INTERNATIONAL MEDIA SYSTEMS 3 hours credit
Introduction and examination of the media systems of countries around the globe with emphasis on the effects geo-political and cultural forces have on the development of specific mass communication channels throughout the world. **Prerequisite:** Junior standing. **Three hours per week.**

338. ISSUES IN BROADCAST MANAGEMENT 3 hours credit
Students confront some of the problems faced by contemporary broadcast managers and seek to determine viable solutions. Topics include economics, personal relations, programming, organization, production, advertising and business, community relations and Federal Communications Commission rules and regulations. **Prerequisite:** CMAT 200 and 334 or consent of instructor. **Three hours per week.**

339. PRODUCING THE NEWS 3 hours credit
Application of broadcast journalism principles and processes in the production of a newscast. Includes designing, directing, on-camera presentation and ethical issues. Emphasizes creation of a weekly magazine-style news program for campus cable and local access. **Prerequisites:** CMAT 236, 246; **Co-requisite:** CMAT 330. **Four hours per week.**

341. FEATURE WRITING 3 hours credit
Principles of research, organization and style for newspaper feature articles. Writing articles for possible submission to selected journals and newspapers. **Prerequisite:** CMAT 246 or consent of instructor. **Three hours per week.**

342. COMMUNICATING WITH ADVERTISING 3 hours credit
Focuses on the study and practice of planning and creating advertisements and advertising techniques such as campaign planning, copywriting and media placement. Explores the aesthetic dimensions of advertising expression and cultural dimensions of reading and interpreting advertisements. Overview of how the advertising industry operates, what ad people do, and the effects of advertising on society. **Prerequisite:** CMAT 131 or consent of instructor. **Three hours per week.**

345. SPORTS COMMUNICATION 3 hours credit
Places sports in a social perspective and teaches students to study and apply skills required of sportswriters, sportscasters and sports information specialists. **Prerequisite:** CMAT 246. **Three hours per week.**

346. PUBLIC AFFAIRS REPORTING 3 hours credit
Examines media coverage of public agencies and social issues while emphasizing civic journalism. **Prerequisite:** CMAT 246. **Three hours per week.**

365. MANAGERIAL COMMUNICATION 3 hours credit
Study of the role of the manager as a communicator at various organizational levels. Students study various communication strategies available to managers. Topics include information processing; presenting, receiving and gathering information; goal setting; decision making and change. **Prerequisites:** CMAT 200, 260 or permission of instructor. **Three hours per week.**

390. STUDIES IN INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION 3 hours credit
Study in interpersonal, organizational or public communication process and messages. May be repeated under different subtitles recorded with the registrar. **Prerequisite:** CMAT 200. **Three hours per week.**

391. STUDIES IN MASS MEDIA 3 hours credit
Study of various mass media concepts as they impact contemporary society. May be repeated a maximum of two times under different subtitles as recorded by the registrar. **Prerequisite:** junior standing or consent of the instructor. **Three hours per week.**

397. INDEPENDENT TELEVISION PRODUCTION 3 hours credit
Students propose a program for production with the advice and permission of an instructor prior to registration. Types of programs may include (but are not limited to) a series (news, talk or game show) for SU-TV, a full-length corporate video for a local "client," a full-length informative video on a regional issue, or a feature-length drama. Only three hours may be counted toward upper-level major requirements. May be taken twice for a total of six credit hours. **Prerequisites:** CMAT 330 or 336, junior standing, 3.0 grade point average in CMAT, written permission of the instructor. **Three hours per week.**

400. ADVANCED COMMUNICATION THEORY 3 hours credit
Selected philosophies and theories of human communication, encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. May be offered for undergraduate or graduate credit. **Prerequisite:** CMAT 200 and junior standing. **Three hours per week.**

405. FAMILY COMMUNICATION 3 hours credit
Characterization of family styles of communication as they reflect values, attitudes and perceptions of family members as a group. Examination of effects of individual communication strategies on development of family patterns of interaction. Selected readings, field research, two exams. **Prerequisites:** CMAT 200, 205. **Three hours per week.**

430. POLITICAL COMMUNICATION 3 hours credit
Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisite:** CMAT 200 and junior standing; or permission of the instructor. **Three hours per week.**

438. MASS COMMUNICATION LAW 3 hours credit
Consideration of the legal and regulatory context of mass communication. Topics include constitutional, first amendment and statutory issues and the study of regulatory agencies and processes. **Prerequisites:** CMAT 334 or consent of instructor and CMAT 200. **Three hours per week.**

444. ENVIRONMENTAL COMMUNICATION 3 hours credit
Focuses on the reporting and dissemination of environmental policy, information and education, environmental reporting and environmental public relations. Also discusses risk and crisis communication management. **Prerequisite:** CMAT 200, 248 or permission of the instructor. **Three hours per week.**

448. PUBLIC RELATIONS CASES AND STRATEGIES 3 hours credit
Examines public relations cases while developing strategies and scenarios for response. **Prerequisite:** CMAT 248. **Three hours per week.**

460. APPLIED ORGANIZATIONAL COMMUNICATION 3 hours credit
Examines the process of communication from the perspective of the whole organization and studies various structures in business, education, the arts, etc. in order to analyze and improve communication. **Prerequisite:** CMAT 200. **Three hours per week.**

465. COMMUNICATION TECHNOLOGY 3 hours credit
Examines innovations in communication techniques and applications. Topics include satellite and terrestrial based technology, conferencing, decision support systems, computer mediated communication and the impact of technology on the communication process and communicators. **Prerequisites:** CMAT 110, 200. **Three hours per week.**

490. COMMUNICATION SEMINAR 3 hours credit
Intensive study of a selected topic in speech, communication studies or theatre. May be repeated under different subtitles recorded with the registrar. **Prerequisite:** CMAT 200. **Three hours per week.**

492. INDEPENDENT STUDY 1-3 hours credit
Student must choose a topic for investigation with the advice of an instructor prior to registration. Variable credit; may be taken twice. **Hours arranged.**

495. INTERNSHIP IN COMMUNICATION 3-6 hours credit
Provides practical experience in the application of theoretical concepts including broadcasting, theatre, journalism, organizational communication, public relations, training, etc. Only three hours may be counted toward upper-level major requirements. May be taken twice for a total of six credit hours. **Prerequisites:** Junior standing, written permission of the department. **Three to six hours per week.**

497. INDEPENDENT RESEARCH 3 hours credit
Designed to encourage students to pursue an important area of research in communication. Allows a student to study a subject area in more depth than possible in the traditional classroom setting. Public presentation of research is required. **Prerequisites:** CMAT 297, consent of department chair. **Three hours per week.**

499. HONORS 3 hours credit
Independent study undertaken for departmental honors at the invitation of the department.

500. ORAL READING AND THE TEACHING OF LITERATURE 3 hours credit
Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION 3 hours credit
The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

645. ORGANIZATIONAL COMMUNICATION 3 hours credit
Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Computer Science (COSC)

116. INTRODUCTION TO COMPUTER SYSTEMS 4 hours credit
Overview of computer science and the theory and application of computer fundamentals. Lab activities include: file and directory/folder manipulation, word processing, spreadsheets and program implementation. May not be taken for credit if student already has credit for any of the following: COSC 110, 112, 115, ISMN 111. **Three hours lecture, two hours lab per week. Meets General Education IIIB.**

117. PROBLEM SOLVING WITH JAVA 3 hours credit
Introductory course in computer programming, which involves solving problems by designing, implementing and testing algorithms. Implementation will be done in the object-oriented language Java. Emphasis throughout the course is on problem solving and learning to develop computer programs that are reliable, well-documented, efficient, cross-platform and correct. Students will be introduced to the Windows programming environment and Internet applications. Applets (Java programs that are bound to html files for use on the Web) and Java graphics will be emphasized and introduced early in the course. **Two hours lecture, two hours lab per week. Meets General Education IIIB.**

118. INTRODUCTORY SCIENTIFIC PROGRAMMING WITH VISUAL BASIC 4 hours credit
Introduction to program design and development in the Visual Basic environment. Programs will focus on development of applications for science, including graphical use interface design and Visual Basic applications. The object-oriented approach will be emphasized throughout. No previous programming experience is required. **Three hours lecture, two hours lab per week.**

120. COMPUTER PROGRAMMING 4 hours credit
Step-by-step approach to problem solving, modular structured design, and structured programming in C++. Emphasizes production of readable, well documented, efficient, tested and correct programs. Includes time intensive assignments. **Prerequisite:** COSC 116 or similar computing experience. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

220. DATA STRUCTURES AND ALGORITHM ANALYSIS 4 hours credit
Object-oriented approach to design and implementation of medium to large software projects. Abstract data types including lists, stack and queues. Emphasizes design tradeoffs based on analysis of run time and storage requirements. Includes time-intensive assignments. **Prerequisite:** COSC 120. **Three hours lecture, two hours lab per week. Meets General Education IIIB.**

250. MICROCOMPUTER ORGANIZATION 4 hours credit
Organization and internal behavior of microcomputer hardware: digital logic, Boolean algebra, switching networks, design of memories and ALUs, controllers, microprocessor architecture, introduction to machine code and assembly language. **Prerequisite:** COSC 116 or 120. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

320. ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS 3 hours credit
Continuation and expansion of the material in COSC 220.

Topics include data abstraction; trees, graphs, networks and tables; calculating time/space complexities; advanced searching and sorting algorithms; and programming tools. **Prerequisite:** COSC 220. **Three hours per week.**

350. SYSTEMS SOFTWARE 3 hours credit
Study of UNIX basics, C programming in a UNIX environment, writing shell scripts and assembly language programming. **Prerequisites:** COSC 220 and 250. **Three hours per week.**

362. MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE 3 hours credit
Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed with MATH 362. **Prerequisite:** COSC 120, MATH 210. **Three hours per week.**

380. INTERNSHIP 3 hours credit
Students work under supervisors in a local firm or public institution in conjunction with an advisor from the department. Cross-listed with MATH 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Approval of department chair. **Eight to ten hours per week.** *(P/F)*

390. UNDERGRADUATE RESEARCH PROJECT 1-3 hours credit
Offers study of some area of computer science in more depth than is possible in the usual classroom setting. Students work on projects under the direction of faculty members. **Prerequisite:** Department approval. *(P/F)*

422. ORGANIZATION OF PROGRAMMING LANGUAGES 3 hours credit
Study of the organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of procedural, object-based, functional and logic programming languages. History, syntax and grammars, control, binding, pointers, blocks, parameters, and encapsulation. May be offered for undergraduate or graduate credit. **Prerequisite:** COSC 220. **Three hours per week.**

425, 426. SOFTWARE ENGINEERING I, II 3 hours credit
Study of conventional and object-oriented software engineering principles and methods: the human-computer interface, requirements analysis, prototyping, software design, system models, use of tools, project management, implementation, testing strategies, software metrics, maintenance, quality assurance, ethics and professional responsibility. Use of standards, verification and validation, configuration management, quality assurance and human factors. Student teams will analyze a real-world problem and design, implement, document and test a software system based upon the specified requirements. COSC 426 is a continuation of 425. **Prerequisite:** COSC 320. **Three hours per week.**

450. OPERATING SYSTEMS 3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. May be offered for undergraduate or graduate credit. **Prerequisite:** COSC 350. **Three hours per week.**

456. COMPUTER ARCHITECTURE 3 hours credit
Advanced study of computer systems which includes addressing modes, parallelism, pipeline processing, memory management, control designs and I/O interrupts. Various architectures compared and contrasted. **Prerequisites:** COSC 220 and 250. **Three hours per week.**

482. COMPUTER GRAPHICS 3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with MATH 482. Cannot receive credit for both COSC 482 and MATH 482. **Prerequisites:** COSC 120 and MATH 306. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles recorded by the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** COSC 220. **Three hours per week.**

495. DIRECTED CONSULTING 4 hours credit
Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work, and requires the presentation of a written and oral report to the client organization and the department. Cross-listed with MATH 495. COSC/MATH 495 may be taken twice for a maximum of eight credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation by the department. **Four hours per week.** *(P/F)*

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS 3 hours credit
Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. Graduate credit only. **Prerequisites:** Ability to design and write clear programs; COSC 120.

Conflict Analysis and Dispute Resolution (CADR)

100. FOUNDATIONS OF CONFLICT AND CONFLICT RESOLUTION 3 hours credit
Surveys the basic practical and theoretical foundations of conflict and conflict resolution. Students will learn about key historical figures and their unique contributions to this field of conflict resolution and peace building. The social movements created and led by these figures will be an important dimension of this study. **Three hours per week. Meet General Education IIB.**

201. CONFLICT RESOLUTION PROCESSES 3 hours credit
Teaches the theoretical and practical application of negotiation and facilitation. Participants will be taught how to negotiate, mediate and facilitate as well as when it is best to use each process. Hands-on experience will be available through the Center for Conflict Resolution, whose programming includes the student-run Campus Mediation Center. **Three hours per week.**

202. DYNAMICS OF SOCIAL CONFLICT—CASE STUDY ANALYSIS 3 hours credit
Examines a variety of case studies that analyze the dynamics and variables that lead to the generation, escalation and de-escalation of complex social conflicts. Explores a variety of theoretical and practical ways to solve difficult disputes. Role-plays, guest resource persons and a final class project will serve to develop these practical and analytical skills. **Three hours per week.**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE 3 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in families, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with SOCI 225. Cannot receive credit for both CADR 225 and SOCI 225. **Three hours per week. Meets General Education IIB.**

300. THEORIES OF CONFLICT AND CONFLICT RESOLUTION 3 hours credit
Examines the root cause of social conflict from a variety of theoretical perspectives. Conflict analysis is examined using psychological, sociological, anthropological, political and internal national relations perspectives. Identifies various factors, variables and social dynamics that often signal the onset of social conflict. **Three hours per week.**

301. INTERNATIONAL CONFLICT AND CONFLICT RESOLUTION 3 hours credit
Focuses on the variety of root sources of conflict between nation states. Underscores the early detection and successful prevention of large-scale acts of aggression and violence between nation states. Case studies will be employed to understand and explain these international disputes. Some key players in these conflicts will serve as resource persons for class. **Three hours per week.**

302. CROSS-CULTURAL CONFLICT ANALYSIS AND INTERVENTION 3 hours credit
Culture and its impact on the interactions of individuals and groups is the core concern of this course. The norms, roles, values, beliefs and traditions of various ethnic and racial groups are primordial to an understanding of why there is conflict among groups. This class emphasizes cultural awareness as a means of more fully understanding the dynamics of controversies among different groups and examines a variety of "rational" systems, belief and value structures that directly clash with those of neighboring groups. **Three hours per week.**

309. RESEARCH I: SOCIAL RESEARCH 3 hours credit
Introduction to social science research methods. Emphasis on research designs, including formulation of questions, conceptualization, measurement sampling and involvement in practical research activity. Cross-listed with SOCI 309. Cannot receive credit for both CADR 309 and SOCI 309. **Three one-hour lectures, one two-hour laboratory per week. Meets General Education IIB.**

310. RESEARCH II: STATISTICAL METHODS 4 hours credit
Advanced training in social science research methods. Emphasis on data analysis, including organization of data for computer processing, hypothesis testing and simple casual modeling. Cross-listed with SOCI 310. Cannot receive credit for both CADR 310 and SOCI 310. **Prerequisite:** CADR/SOCI 309. **Three one-hour lectures, one two-hour laboratory per week.**

400. PRACTICUM AND INTERNSHIP 3 hours credit
Provides a supervised and mentored experience practicing conflict resolution in local, regional, national or international organizations. The practicum and internship provides opportunities including mediation, training and dispute systems design. **Three hours per week.**

401. DISPUTE SYSTEMS DESIGN 3 hours credit
Examines the practical and theoretical approaches to diagnosing and solving complex organizational conflict. Students will learn how to conduct needs assessment, a variety of organizational analysis techniques and how to construct an internal dispute resolution system for organizations within the private and public sector. **Three hours per week.**

402. SENIOR SEMINAR 3 hours credit
Provides students with the opportunity to synthesize, analyze and evaluate all that they have learned in the core conflict analysis and dispute resolution (CADR) courses. Students will conduct a senior project on the analysis and resolution of a protracted social conflict of their choosing. Students will also construct a personalized knowledge "filing cabinet" that they can use to examine their own CADR strengths and areas where they want to further concentrate their academic and professional development. Students will receive a high concentration of personalized advising on their professional and academic career choices. **Three hours per week.**

403. RESOLVING ENVIRONMENTAL CONFLICT 3 hours credit
Environmental conflict is the major problem facing most civilizations in the 21st century. This course provides a systems approach to the examination of the sources of environmental conflict as well as various ways to reach resolution. The core challenge is to balance basic human needs while effectively protecting, preserving or conserving vital parts of the physical and biological environment. This course presents a number of conflict intervention models and techniques. **Three hours per week.**

404. NEGOTIATION AND CONFLICT MANAGEMENT IN BUSINESS 3 hours credit
Business conflict cannot only hurt profits but personal and professional relationships and, if left unchecked, can impact large groups of people outside the business setting. Conflict management techniques and processes are presented so that students will know how to more effectively manage conflict at an interpersonal level before they escalate into a scenario that requires more people to become involved and further drain business resources. Case studies, simulations and role-plays are used to teach conflict resolution skills that serve to prevent and manage conflicts from becoming destructive. Students will also learn how to become more effective negotiators through the use of interest-based tactics and strategies. **Three hours per week.**

Dance (DANC)

162. CREATIVE MODERN DANCE I 3 hours credit
Introduces a biomechanical approach to movement and basic principles and techniques for modern dance as a creative art form. **Three hours per week. Meets General Education IB.**

167. BALLET I 3 hours credit
Introduction and application of the fundamentals of ballet technique as highly disciplined dance form. Focus on flexibility, precision, strength, musicality and on appreciation of the inherent beauty of form. **Three hours per week. Meets General Education IB.**

168. JAZZ DANCE 3 hours credit
Study of jazz dance including a working knowledge of the music, the period and the movement techniques used. May be taken as one of the required technique classes. **Three hours per week. Meets General Education IB.** *(spring semester only)*

202. DANCE APPRECIATION 3 hours credit
Study of traditions of dance in communities around the world; provide perspective for understanding and appreciating the function of dance in human societies. **Three hours per week. Meets General Education IB.** *(spring semester only)*

260. INTRODUCTION TO DANCE/MOVEMENT 1 hour credit
Introduces broad principles of dance/movement, rhythmic/step analysis, notation and Laban movement analysis through traditional and cultural dance forms. Emphasizes physical experience as the source of dance through exploration, improvisation and creative problem-solving. No experience required. **Two hours per week.**

262. CREATIVE MODERN DANCE II 3 hours credit
Continues DANC 162. Emphasizes intermediate level principles and techniques for modern dance as a creative art form through the Hawkins style. **Three hours per week. Meets General Education IB.**

267. BALLET II 3 hours credit
Application of principles of ballet dance technique and vocabulary beyond the beginning level. **Prerequisite:** PHEC 167 or equivalent. **Three hours per week. Meets General Education IB.**

323. DANCE EXPERIENCE 1-3 hours credit
Opportunity for students to nurture creative abilities and to develop a working knowledge of dance production and administration through supervised experiences. May be repeated for a total of eight credit hours. **Prerequisite:** Permission of instructor. *(fall semester only)*

360. TEACHING DANCE 2 hours credit
Study of methods and materials for teaching cultural and creative dance as a medium for enhancing classroom learning. Preceptorship in DANC 260 provides opportunities for lesson planning and practice teaching. Applies culturally diverse resources to materials and activities. Open to all prospective teachers. **Three hours per week.** *(fall semester only)*

380. DANCE TECHNIQUE III 3-9 hours credit
Applies advanced-level training to ballet, modern dance and jazz dance techniques. May be repeated for a total of nine credit hours. **Prerequisite:** Dance audition during the first class meeting. **Four hours per week**. *(spring semester only)*

490. SELECTED TOPICS 1-3 hours credit
Intensive study of selected topics in dance. May be repeated for a maximum of six credits under different subtitles. **Prerequisite:** Consent of instructor.

491. INDEPENDENT STUDY 1-3 hours credit
Independent study of problems not considered in other classes. May be repeated for a maximum of six hours. **Prerequisite:** Consent of instructor and department chair. **Two to nine hours per week.**

Economics (ECON)

150. PRINCIPLES OF ECONOMICS 3 hours credit
A general introduction to economic ideas and analysis with emphasis on economic institutions and processes in the context of a market economy. Includes basic discussion of micro-economic and macroeconomic topics including economic decision making in the context of scarce resources, price theory, monetary and fiscal policy, etc. This course is intended for nonbusiness majors. This course cannot be taken concurrently with or after having completed ECON 211 or 212. **Three hours per week. Meets General Education IIB.**

211. MICRO-ECONOMIC PRINCIPLES 3 hours credit
Introduction to the behavior of individual business enterprises and factors that shape their competitive environment. Strengths and weaknesses of the private enterprise system are examined through studies of issues such as farm policy, pollution, antitrust policies, and tariffs and quotas on imports. Not open to freshmen. **Three hours per week. Meets General Education IIB.**

212. MACRO-ECONOMIC PRINCIPLES 3 hours credit
Explores forces behind consumer purchases, businesses, capital spending and the balance of payments and their relationship to unemployment, inflation and the value of the dollar abroad. Also examines the effect of government spending, taxation and money supply policies on the economy's performance. Not open to freshmen. **Three hours per week. Meets General Education IIB.**

220. INTRODUCTION TO ECONOMETRICS 3 hours credit
Introduction to measurement and empirical testing of economic theories. Principles and methods of statistical inference are reviewed and applied to such ideas as law of demand and the consumption function. Training on widely used statistical software. **Prerequisites:** MATH 155 "C" or better grade, ECON 212 pre or corequisite. **Three hours per week**.

300. ECONOMIC HISTORY OF THE UNITED STATES 3 hours credit
Study of major developments in the American economy from the founding of colonies to the present, with emphasis on the economic factors contributing to U.S. industrial growth. **Prerequisites:** ECON 211, 212. **Three hours per week.**

305. INTERMEDIATE MACRO-THEORY 3 hours credit
Study of the theory of economic aggregates through the use of national income accounts to determine the effect of certain key variables on employment and production. Key variables studied include savings and investment, the quantity of money, the velocity of money, the rate of interest and consumption. **Prerequisites:** ECON 211, 212; and MATH 155 or 160 or 201, all with a grade of C or better. **Three hours per week.**

306. INTERMEDIATE MICRO-THEORY 3 hours credit
Study of supply and demand relationships under the various market classifications. Major topics include the market forms, the principles of production, costs of production, resource allocation and income distribution with some discussion of welfare economics. **Prerequisites:** ECON 211, 212; and MATH 155 or 160 or 201, all with a grade of C or better. **Three hours per week.**

331. MONEY AND BANKING 3 hours credit
Study of financial institutions, economic aspects of commercial banking, monetary economics, and banking and fiscal policy. **Prerequisites:** ECON 211, 212. **Three hours per week.**

336. PUBLIC SECTOR ECONOMICS 3 hours credit
Study of the principles, techniques and effects of obtaining and spending funds by governments and the management of governmental debt. Taxes and expenditures of all levels of government in the United States considered. **Prerequisites:** ECON 211, 212; MATH 155. **Three hours per week.**

338. SPECIAL TOPICS IN ECONOMICS 3 hours credit
In-depth study of varying economic issues not covered in other economics courses. Students may repeat this course under a different topic. **Prerequisites:** ECON 211, 212. **Three hours per week.**

340. ECONOMICS OF SOCIAL ISSUES 3 hours credit
Study of selected current economic issues (with concentration on issues not covered in other courses such as money and banking, public sector economics, etc.) including the economics of pollution, crime, poverty, transportation, women in the work force, education, inflation, etc. **Prerequisite:** ECON 211 or 212. **Three hours per week.**

370. INDUSTRIAL ORGANIZATION 3 hours credit
Examines differences in how firms behave and perform under alternative market structures including monopolistic competition, oligopoly, monopoly and pure competition. Analyzes problems created by industrial concentration and public policies for dealing with these problems. **Prerequisites:** ECON 211, 212; MATH 155. **Three hours per week.**

381. LABOR ECONOMICS 3 hours credit
Examination of factors which influence the number of job seekers and the number of jobs in the aggregate, and the efficiency with which the economic system utilizes its labor resources. Topics include individual decision-making with regard to education, job search strategy and hours of work as well as government policies affecting labor compensation, welfare and the right to bargain collectively. **Prerequisites:** ECON 211, 212; MATH 155. **Three hours per week.**

401. HISTORY OF ECONOMIC THOUGHT 3 hours credit
Survey of important trends in economic ideas, showing their relation to basic economic issues. Readings from selected economists. **Prerequisites:** ECON 211, 212. **Three hours per week.**

402. COMPARATIVE ECONOMIC SYSTEMS 3 hours credit
Comparative study of contemporary economic systems in capitalists, socialist and communist societies. **Prerequisites:** ECON 211, 212. **Three hours per week.**

407. ECONOMICS OF AGING 3 hours credit
Explores the economic consequences of our aging society by discussing topics such as income security, retirement and health care. Provides the analytical tools necessary to understand and respond to our changing demographics and the public policies affecting them. **Prerequisites:** ECON 211 and 212. **Three hours per week.**

410. THE ECONOMICS OF HEALTH CARE 3 hours credit
Examines economic aspects of health care including special characteristics of the health care industry, economic behavior of health care consumers and providers, and the role of health insurance and government regulation. Compares health care finance and insurance in the U.S. and other advanced countries. **Prerequisites:** ECON 211, 212 or permission of instructor. **Three hours per week.**

411. ECONOMIC DEVELOPMENT 3 hours credit
Study of the theory of economic development and its application to the underdeveloped regions and countries of the world. Emphasis on the technological, locational and financial aspects of economic growth. **Prerequisites:** ECON 211, 212. **Three hours per week.**

415. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS 3 hours credit
Economics-based analysis of causes and consequences of environmental problems and environmental policy and a study of the critical issues in natural resource allocation. Topics include common pool resources, externalities, property rights, exhaustible and renewable resources, privatization and the economics of environmental policy formation. Students may not receive credit for both ECON 415 and 420. **Prerequisite:** ECON 211. **Three hours per week.**

430. ECONOMETRICS 3 hours credit
Stresses the derivation of the theory behind concepts learned in ECON 220 and introduces more rigorous application of those concepts. Introduction to the theory and application of time series and limited dependents variable models. **Prerequisites:** BUAD 281; ECON 211, 212; MATH 155. **Three hours per week.**

441. INTERNATIONAL ECONOMICS 3 hours credit
Study of the basic economic concepts and theories for international business, international trade and finance, commercial policy, and foreign investment and multinational firms. **Prerequisites:** ECON 211, 212; MATH 155. **Three hours per week.**

460. APPLIED ECONOMICS WORKSHOP 3 hours credit
Practical experience with methods used by professional economists to measure economic conditions. Students collect, process, evaluate, interpret and report economic data. Satisfies ABLE requirement for business majors in economics track only. **Prerequisites:** Senior with major, minor or track in economics. **Three hours per week.**

492. SENIOR SEMINAR IN CONTEMPORARY ECONOMIC PROBLEMS 3 hours credit
Economics majors research problems of their own choosing and present a seminar paper. Focus on problems facing the American and world economies. **Prerequisite:** Economics major or consent of instructor. **Three hours per week.**

494. DIRECTED STUDY IN ECONOMICS 1-3 hours credit
Supervised study in an area of interest to the advanced student. May be taken twice under different course topics recorded with the registrar. **Prerequisite:** Junior/senior status in economics/business administration or consent of the instructor.

520. GRADUATE SURVEY OF ECONOMICS 3 hours credit
Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and 155 and ISMN 111 (or equivalents). **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION 3 hours credit
A study of the structure of the financial system and its evolution, money and banking financial institutions, financial capital, the role of the Federal Reserve, and the macroeconomic forces that shape the economy. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

631. MANAGERIAL ECONOMICS 3 hours credit
Builds upon basic economic principles by addressing specific concerns of managers, such as pricing, forecasting and production decisions. Presents theoretical and empirical analysis of factors affecting behavior of business costs and revenues. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

Education (ECED, EDAD, EDUC, ELED, EMAT, SCED)

NOTE: Education courses may be repeated only once.

ECED

215. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION 3 hours credit
Introduction to educational programs serving children ages birth to 8 years. Considers early childhood history, programs, models and belief systems. Attention given to professional ethics and current trends and issues. Field experience required. **Three hours per week.**

320. INFANTS AND TODDLERS 3 hours credit
Provides a foundation for designing, implementing and evaluating developmentally appropriate programs for infants and toddlers. Attention is given to quality of adult-child interactions and the physical environment. Considers child development principles and diversity of family contexts. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

323. PREPRIMARY CURRICULUM 3 hours credit
Basic principles and current research in early childhood curricula with emphasis on planning programs with play-based,

developmental curriculum for all children, including exceptional learners, from birth to 5 years. Includes developmental assessment supporting curriculum as an integrated and complementary process. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

324. PRIMARY CURRICULUM I 3 hours credit

Explores the teaching and learning of mathematics, science and health for first through third grades. Emphases include an integrated approach, family connections and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

325. PRIMARY CURRICULUM II 3 hours credit

Explores the teaching and learning of social studies, creative arts and movement for grades first through third through an integrated approach with an emphasis on family and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

326. PARTNERSHIPS IN EARLY CHILDHOOD EDUCATION 3 hours credit

A comprehensive look at family-school-community partnerships in early childhood education. Emphasizes central role of families in the education of their children, respect and support for every family, and the creation of multiple opportunities for family involvement in early childhood programs. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

327. INCLUSIVE EDUCATION FOR YOUNG CHILDREN 3 hours credit

Develops intervention tools and strategies that optimize the learning potential and well-being of young children in inclusive early childhood settings. Emphasis on collaborative efforts of educators, family and community agencies. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

445. PREPRIMARY INTERNSHIP 6 hours credit

Supervised placement in public school prekindergarten or kindergarten classrooms. Students observe teaching, work with children, and teach and participate in activities for which regularly employed teachers are responsible. May not receive credit for both ELED 445 and ECED 445. **Prerequisites:** Early childhood major: early childhood internship criteria. Elementary education major: elementary directed teaching criteria, ECED 215, 323. *(P/F)*

446. PRIMARY GRADES INTERNSHIP 3 hours credit

Supervised placement in grades one through three. Interns observe teaching, work with children, teach and participate in activities for which regularly employed teachers are responsible. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Co-requisite:** ECED 450. **Six hours per week.** *(P/F)*

450. EARLY CHILDHOOD SEMINAR 3 hours credit

Seminar approach to current practices and trends in teaching preschool and kindergarten. Emphasis on responsive teaching reflective practice, professional development and preparation of professional portfolio. Special attention to guidance of young children's behavior. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Co-requisites:** ECED 445, 446. **Three hours per week.**

EDAD

516. PUBLIC SCHOOL ADMINISTRATION 3 hours credit

Analysis of the responsibilities of the school administrator, including procedures for staff organization, in-service training, curriculum development, scheduling, guidance and other facets of school administration. **Three hours per week.**

517. PUBLIC SCHOOL SUPERVISION 3 hours credit

Study of the nature, methods and techniques of public school supervision, emphasizing human relationships and other factors involved in the role of the supervisor. **Prerequisite:** EDUC 516. **Three hours per week.**

550. LEADERSHIP AND CHANGE 3 hours credit

Study of leadership dimensions necessary for establishing purposes and goals conducive to school effectiveness. Investigates collaborative and individual leadership roles and behaviors that will influence productivity and achievement and change and foster a positive educational climate. **Prerequisite:** EDUC 516. **Three hours per week.**

551. EVALUATION RESEARCH APPLICATIONS IN SCHOOL ADMINISTRATION 3 hours credit

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

552. GROUP DYNAMICS IN SCHOOL ADMINISTRATION 3 hours credit

Study of the individual and group development within educational settings. Emphasis on research, theory and practice of leadership styles, decision-making processes, adult development and communication, and ethics in educational organizations. **Prerequisites:** EDUC 516, 517. **Three hours per week.**

553. FINANCIAL MANAGEMENT IN SCHOOL ADMINISTRATION 3 hours credit

Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDUC 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN EDUCATION 3 hours credit

Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDUC 516. **Three hours per week.**

555. INTERNSHIP IN SCHOOL ADMINISTRATION/SUPERVISION 3 hours credit

Provides experience in administrative and/or supervisory activities in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

EDUC

210. SCHOOL IN A DIVERSE SOCIETY 3 hours credit

Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society. Field experience required. Credit cannot be received for both EDUC 210 and 305. **Three hours per week.**

300. DEVELOPMENT, LEARNING AND ASSESSMENT 3 hours credit

Physical, intellectual, emotional and social development of children (ages 3-18) with emphasis on adolescent development. Attention is given to student learning and assessment. Required field observation. Credit cannot be received for both EDUC 300 and 304. **Prerequisite:** PSYC 101. **Three hours per week.**

301. ROLES OF THE TEACHER 3 hours credit

Study of various functions and classroom structures appropriate to teaching in the elementary and secondary schools through a series of field-based experiences allowing students to explore various roles and functions of a teacher. **Three hours per week.** *(P/F)*

304. LEARNING AND ASSESSMENT 3 hours credit

Examines concepts, principles, theories and research related to teaching and learning for diverse populations across grade levels. Explores traditional and nontraditional strategies for assessing student learning. Field experience is included. Credit cannot be received for both EDUC 300 and EDUC 304. **Prerequisite:** EDUC 210. **Three hours per week.**

306. PRINCIPLES OF INSTRUCTION: RESEARCH, THEORY AND PRACTICE 3 hours credit

Objectives and curricula with a focus on planning, organizing content, developing teaching methods, establishing classroom management procedures, evaluating and reporting on student progress. Includes classroom observation and "bit teaching." **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

308. AUDIO-VISUAL EQUIPMENT OPERATION 1 hour credit

Self-instructional, self-paced course designed to foster competency in the operation of selected AV equipment. Recommended participation in a 50-minute lab session each week. Participants proceed at own rate of speed.

318. COMPUTERS IN EDUCATION 3 hours credit

Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions in the pre-K-12 classroom. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

319. TECHNOLOGY IN EDUCATION 1 hour credit

Overview of the role of technology in education. Examines computer applications and their use as tools in the constructivist classroom. Issues and classroom management techniques for using technology in the classroom will be explored. Field experience is required. **Prerequisites:** Admission to Professional Teacher Education Program, ability to create documents using word processing, spreadsheets, presentations with software such as PowerPoint, and Web pages. **One hour lecture, 50 minute laboratory per week.**

343. ELEMENTARY SCHOOL PHYSICAL EDUCATION 3 hours credit

Analysis of elementary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Credit cannot be received for both EDUC 343 and PHEC 343. **Prerequisite:** Admission to professional teacher education program. **Two hours lecture, four hours clinical per week.**

361. SCHOOL HEALTH METHODS 3 hours credit

Provides preparation for public school teaching in areas such as sex education, drug use and abuse and other current health problems. Involves curriculum planning, methods and materials. May not receive credit for both HLTH 301 and EDUC 361. **Prerequisite:** Admission to professional teacher education program. **Three hours per week.**

371. SECONDARY SCHOOL PHYSICAL EDUCATION 3 hours credit

Analysis of secondary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Credit cannot be received for both EDUC 371 and EDUC 477. **Prerequisite:** EDUC 343. **Three hours per week.**

375. MATERIALS AND METHODS FOR ELEMENTARY SCHOOL ART 3 hours credit

A look at the use of construction skills to develop creative art projects for elementary education. Content includes basic principles of art instruction, integration with other subject areas, exploration of various media, and peer teaching experiences. Students must furnish some of their own materials. For art majors with admission to the professional teacher education program. Credit cannot be received for both ART 375 and EDUC 375. **Four hours per week.**

403, 404. DIRECTED TEACHING IN PHYSICAL EDUCATION 6 hours credit each

Directed student teaching experience in nearby public schools under the direction of the public school teacher and with supervision from the University staff. Half semester in elementary physical education teaching and half semester in secondary teaching to qualify for certification in all 12 grades. **Prerequisites:** Admission to Professional Teacher Education Program and student teaching criteria. EDUC 403 prerequisite to 404; a grade of NR will be assigned to those who satisfactorily complete EDUC 403 until successful completion of 404. **Co-requisite:** EDUC 478. *(P/F)*

409. LITERATURE FOR ADOLESCENTS 3 hours credit

Study of literature for and about contemporary adolescents. Emphasis on methods of teaching that build adolescent appreciation for the more established literary selections in secondary school curriculum. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

415. INSTRUCTIONAL TECHNIQUES FOR INCLUSION 3 hours credit

Develops skills for creating and implementing curricular, instructional and environmental modifications/accommodations to meet the social, affective, behavioral and cognitive needs of exceptional students. In depth study of collaborative processes involving family, community, school staff and special education teachers in developing and implementing IEPs as well as developing the support system necessary for inclusion. **Prerequisite:** Admission to Professional Teacher Education Program; ELED 310, 311, 312, 313, 316, 317, 408, EDUC 318. **Corequisite**: ELED 309. **Three hours per week.**

416. CLASSROOM MANAGEMENT 3 hours credit

Explores the ability to create and maintain productive learning environments. Emphasis on development of learner responsibility, promotion of positive social relationships, interdependence of effective instruction and management, and prevention/intervention strategies. Consideration given to accommodating diversity and communicating with families. Field experience included. **Prerequisite:** Admission to Professional Teacher Education Program; ELED 310, 311, 312, 313, 316, 317, 408, EDUC 318. **Co-requisite:** ELED 309. **Three hours per week.**

432. LITERACY AND ESOL READING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 hours credit

Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. Field experience required. **Prerequisites:** EDUC 300 and declared elementary education major. **Three hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

462. DIRECTED TEACHING IN HEALTH 12 hours credit

Directed student teaching experience in public schools under the direction of the public school teacher and supervision from the University staff. One full semester is required to qualify for Maryland teacher certification. **Prerequisites:** Admission to Professional Teacher Education Program, student teaching criteria. **Co-requisite:** EDUC 463. *(P/F)*

463. SEMINAR IN HEALTH EDUCATION 3 hours credit

Designed to facilitate the transition of candidates from the role of student to professional. Provides a forum for discussion of issues pertinent to current practices, trends and issues in health education during the student teaching experience. **Prerequisites:** Admission to Professional Teacher Education Program, student teaching criteria. **Co-requisite:** EDUC 462. **Three hours per week.** *(P/F)*

472. THEORY AND PRACTICE OF TEACHING ADULTS 3 hours credit

For upper-division students in any discipline seeking information about contemporary methods of effective adult instruction. Assumes no prior knowledge about educational methods, theories or practices. May be offered for undergraduate or graduate credit. **Prerequisite:** Junior/senior standing. **Three hours per week.**

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION 3 hours credit

Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. May be offered for undergraduate or graduate credit. **Prerequisite:** Senior standing. **Three hours per week.**

478. STUDENT TEACHING OF PHYSICAL EDUCATION SEMINAR 3 hours credit

Critical analysis of the decisions made by student teachers in the public schools. Emphasis upon identifying possible solutions for problems students are confronted with in their teaching. **Co-requisites:** EDUC 403, 404. *(P/F)*

491. INDEPENDENT STUDY 1-3 hours credit

Permits self-study of problems not considered in other courses. May be taken twice under different subtitles. **Prerequisites:** Approval of course instructor and department chair.

495. SPECIAL PROBLEMS AND PRACTICES IN ART EDUCATION K-12 3 hours credit

For individually designed classroom programs in education, including seminars, workshops, curriculum development, daily planning, evaluation and art study projects. Students furnish some materials. Recommended for senior undergraduate or graduate credit. May only be taken once for credit. May be offered for undergraduate or graduate credit.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS 3 hours credit

Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH 3 hours credit

Introduction to quantitative and qualitative methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT 3 hours credit

Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION 3 hours credit

Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS 3 hours credit

Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

507. TESOL INTERNSHIP I 3 hours credit

One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisite:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Co-requisite:** EDUC 509 and 511. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT 3 hours credit

Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or consent of instructor. **Three hours per week.**

509. TESOL INTERNSHIP II 3 hours credit

One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisite:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Co-requisite:** EDUC 507 and 511. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION 3 hours credit

Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

511. TESOL INTERNSHIP SEMINAR 3 hours credit

Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve problems. **Prerequisite:** Completion of all course work in the M.A./TESOL sequence prior to the internship and passing scores on the Praxis I. **Co-requisite:** EDUC 507, 509. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES 3 hours credit

Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE 3 hours credit

Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

514. CURRICULUM CONSTRUCTION 3 hours credit

Study of the factors underlying the public school curriculum and its development. Opportunities are provided for individual research in curriculum construction at either the elementary or secondary school level. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE 6 hours credit

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with ENGL 515. **Prerequisite:** Consent of the instructor.

519. THE LAW AND PUBLIC EDUCATION 3 hours credit

Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. **Three hours per week.**

520. THE DIAGNOSIS OF READING DISABILITIES 3 hours credit

Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading disabilities. **Three hours per week.**

521. THE REMEDIATION OF READING DISABILITIES 3 hours credit

Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

522. CLINICAL PRACTICUM IN READING 3 hours credit

Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

523. ADVANCED SEMINAR IN READING EDUCATION 3 hours credit

Survey of the literature in reading education dealing with trends, needs and future directions in such topics as early identification, diagnostic techniques, remediation, severe reading disabilities, linguistics, learning modalities and others. **Prerequisite:** EDUC 522. **Three hours per week.**

526. SEMINAR: MEDIA, TECHNOLOGY AND INSTRUCTIONAL SYSTEMS 3 hours credit

Seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisite:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skill in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under direction of departmental supervision.

532. CLASSROOM ASSESSMENT 3 hours credit

Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Three hours per week.**

533. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION 3 hours credit

Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

534. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT 3 hours credit

Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502. **Three hours per week.**

536. CREATIVITY IN EARLY CHILDHOOD EDUCATION 3 hours credit

In-depth study of the creative process and the techniques that will promote creativity. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD EDUCATION 3 hours credit

Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Three hours per week.**

538. LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD 3 hours credit

Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502. **Three hours per week.**

545. LEARNING AND INSTRUCTION IN THE SCHOOLS 3 hours credit

Identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

547. ESOL METHODS 3 hours credit
The study of philosophy, aims and methods of teaching English as a second language in grades 1-12 with emphasis upon theories, techniques and materials in current use. Graduate scholarship expected. **Prerequisite:** Admission to the M.A./TESOL program; completion of four program courses at graduate level, to include ENGL 439; must successfully pass Praxis I. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION 3 hours credit
Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate to EDUC 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS 3 hours credit
Focuses on the role and responsibility of school leaders in communication with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

560. COLLEGE TEACHING 3 hours credit
Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS IN POSTSECONDARY EDUCATION 3 hours credit
Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

565. INTERNSHIP IN POSTSECONDARY EDUCATION 3 hours credit
Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Consent of M.Ed. coordinator.

570. CURRENT ISSUES IN EDUCATIONAL TECHNOLOGY 3 hours credit
Opportunities to examine selected current issues in educational technology. Examines educational technology as a tool in the classroom. Focuses on learning theories, classroom management, cooperative learning, assessment, the one computer classroom, gender issues, the digital divide, assistive technology, instructional software and distance learning. Students will research topics and prepare multimedia presentations. **Prerequisite:** Enrollment in master's track or certificate of advanced study of teaching and learning with technology, EDUC 571, 589.

571. TELECOMMUNICATIONS IN EDUCATION 3 hours credit
Examines the use of telecommunications to bring information and resources from around the world into the classroom. Develops activities for teaching collaborative projects, corresponding with students and teachers in other countries, gathering and analyzing data, and conducting research in K-16 classrooms. Explores lesson design for integration of Internet into the classroom, including WebQuests. **Prerequisite:** Admission to graduate studies and basic computer skills (file management, word processing, e-mail, Internet searches).

572. PROCESSES AND ACQUISITION OF READING 3 hours credit
Examines the physiological, cognitive, social and instructional influences on the development of language. Explores the instructional implications for balanced literacy instruction in sensory-rich environments to promote literate growth. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

573. ASSESSMENT FOR READING INSTRUCTION 3 hours credit
Examines assessment instruments and processes employed at classroom, district, state and national levels. Promotes teacher decision-making by exploring the relationship between assessment and instruction. Develops ability to communicate assessment results to students, parents and school personnel. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

574. MATERIALS FOR TEACHING READING 3 hours credit
Exposes participants to a variety of texts that can be used in classrooms. Examines strategies for motivating students to read widely, for selecting and evaluating materials, and for organizing classroom instruction with text. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

575. INSTRUCTION OF READING 3 hours credit
Focuses on developing elementary environments fostering appropriate literacy skills and knowledge. Shows teachers how to use a balanced program of graphophonics, sematics and syntactics in teaching reading, appropriate early identification strategies to assist students with special literacy needs or low achievement. **Prerequisite:** Admission to graduate study. **Three hours per week.**

576. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 hours credit
Studies the works of important authors and illustrators in literature written specifically for children and adolescents with emphasis on selecting and using the literature in a balanced instructional program. **Three hours per week.**

577. ORAL AND WRITTEN LANGUAGE 3 hours credit
Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH 3 hours credit
Engages students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION 3 hours credit
Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit
Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit
Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

582. TEACHING READING IN THE CONTENT AREAS: PART I 3 hours credit
Provides knowledge of the reading process, instructional strategies and materials used, drawn from research-based recommendations for using text in secondary content areas. Intended for M.Ed. candidates and other in-service teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

583. TEACHING READING IN THE CONTENT AREAS: PART II 3 hours credit
Provides in-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. Intended for all secondary and K-12 teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS 3 hours credit
Aids educators in working effectively with groups in school settings. Laboratory method used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings considered. Emphasis on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

586. CONFLICT RESOLUTION AND PEER MEDIATION 3 hours credit
Prepares educators to resolve conflicts with students, faculty and administration. Participants learn how to teach conflict resolution skills to students and how to institute peer mediation programs at the classroom and school levels. **Three hours per week.**

587. COOPERATIVE LEARNING 3 hours credit
Provides students with skills to effectively utilize cooperative learning in the classroom. Class and team building, teaching of social skills and the use of appropriate cooperative learning structures emphasized. **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES 3 hours credit
Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

589. MULTIMEDIA IN THE CONSTRUCTIVIST CLASSROOM 3 hours credit
Examines advanced multimedia authoring tools for designing K-16 classroom instruction. Develops multimedia skills such as sound, video, graphics, PowerPoint and Hyperstudio. Plans multimedia projects that include performance-based indicators for each instructional unit. Examines principles of constructivism, lesson design for student projects and assessment strategies. **Prerequisites:** Admission to graduate study and basic computer skills (file management, word processing, e-mail, Internet searching). **Three hours per week.**

590. SEMINAR IN EDUCATION 3 hours credit
Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Consent of instructor.

591. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and M.Ed. coordinator.

592. SPECIAL TOPICS IN TECHNOLOGY 3 hours credit
Focuses on specific content areas and investigates strategies for integrating technology into performance-based teaching and learning to enhance student achievement. Students design performance-based teaching and assessment tasks that integrate technology into curriculum. Topics and issues will change to focus on different subject areas. May be repeated once under different topic. **Prerequisites:** Enrollment in the master's track or the Certificate for Advanced Study: Teaching and Learning with Technology track, EDUC 571, 589. **Three hours per week.**

593. NETWORK SYSTEMS FOR EDUCATORS 3 hours credit
Examines the educational uses of local and wide area networks. Examines network topologies and the hardware/software involved. Involves planning, designing, installing, managing and analyzing networks for classroom use. Includes participation in hands-on network maintenance, debates on networking issues, and oral presentations recommending improved strategies for network design and use. **Prerequisites:** Enrollment in the master's track or the Certificate for Advanced Study: Teaching and Learning with Technology track, EDUC 571, 589. **Three hours per week.**

594. TECHNOLOGY FOR SCHOOL IMPROVEMENT 3 hours credit
Examines the role of professional development in the process of school improvement. Focuses on research and best practices for most effective uses of technology, literature on the change process, and goals targeted in Maryland school improvement plans. Students examine ways that technology can enhance professional development and create their own professional development plans. **Prerequisites:** Enrollment in the master's track or the Certificate for Advanced Study: Teaching and Learning with Technology track, EDUC 570. **Three hours per week.**

595. RESEARCH SEMINAR 3 hours credit
Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. **Prerequisite:** EDUC 502, 24 hours of M.Ed. graduate credit.

ELED

309. CLASSROOM VISITATIONS 0 hours credit
Classroom visitations and field experiences for students enrolled in elementary professional education courses. Includes observing instruction, teaching lessons and completing assignments as determined by corequisite instructor(s). **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** Any of the following elementary professional education courses: ELED 310, 311, 312, 313, 316, 317, 427, EDUC 416. **One-half day per week.**

310. LANGUAGE ARTS INSTRUCTION 3 hours credit
Introduces the processes of communication and strategies for promoting growth in these areas in the elementary and middle school. Emphasis on language acquisition, oral and written language development, viewing, diverse language learners, and the relationship of language proficiency to literacy development. Field experiences and reflective evaluation

included. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** ELED 309. **Three hours per week.**

311. MATHEMATICS INSTRUCTION 3 hours credit
Selection and creation of meaningful mathematics learning experiences for elementary and middle school students. Attention given to use of technology, manipulatives, literature, and assessment that support mathematical thinking and learning in diverse classrooms. Field experiences and reflective evaluation included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Co-requisite:** ELED 309. **Three hours per week.**

312. SCIENCE INSTRUCTION 3 hours credit
Introduces the processes of science that facilitate student learning in elementary and middle schools. Emphasis on planning, teaching and assessment with a focus on inquiry and understanding of everyday phenomena. Attention given to environmental education. Field experiences and reflective evaluation included. **Prerequisites:** Admission to the Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Co-requisite:** ELED 309. **Three hours per week.**

313. SOCIAL STUDIES INSTRUCTION 3 hours credit
Selection, organization, presentation and assessment of meaningful social studies learning experiences for elementary and middle school students. Attention given to technology, literature, and local resources that support learning in diverse classroom settings. Field experiences and reflective evaluations included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Co-requisite:** ELED 309. **Three hours per week.**

316. READING INSTRUCTION 3 hours credit
Introduction to balanced literacy instruction. Includes developmentally appropriate word recognition and comprehension strategies, activities, materials and programs coupled with organization and grouping procedures to maximize literacy learning for diverse populations. Field experiences and reflective evaluations included. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** ELED 309. **Three hours per week.**

317. CREATIVE ARTS INSTRUCTION 3 hours credit
Provides a basic arts knowledge base along with reasons and techniques for incorporating the arts throughout the elementary and middle-school curriculum. Emphasizes infusing the arts in teaching, an alternative approach to the traditional view of the arts solely as enjoyable "add-ons." **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** ELED 309. **Three hours per week.**

401, 402. DIRECTED TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL: I, II 6 hours credit each
Engages pre-service teachers in observation, planning, teaching, assessment and collaboration in order to support and enhance student learning and well-being. Participation in activities required of fully employed teachers. Emphasis on reflective evaluation and professional growth. Placement in local schools. **Prerequisites:** Admission to Professional Teacher Education Program; fulfillment of directed teaching criteria. ELED 401 is a prerequisite to ELED 402; a grade of NR will be assigned to those who satisfactorily complete ELED 401 until successful completion of 402. **Co-requisite:** ELED 411. *(P/F)*

408. CHILDREN'S LITERATURE 3 hours credit
Study of classic and contemporary literature for children. Emphasis on selecting and incorporating a wide variety of literature into the elementary and middle school curriculum. Technological and media resources are included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Three hours per week.**

411. INSTRUCTIONAL ANALYSIS IN THE ELEMENTARY AND MIDDLE SCHOOL 3 hours credit
Seminar approach to current practices and trends in teaching. Involves interaction analysis, evaluation techniques and strategies, instructional planning, self-assessment and reflection, and preparation of professional portfolio. **Prerequisites:** Admission to the Professional Teacher Education Program and directed teaching. **Co-requisite:** ELED 401, 402. **Three hours per week.**

419. TEACHING MUSIC IN THE ELEMENTARY SCHOOL 3 hours credit
Techniques for teaching music in the elementary school; study of the child voice; appropriate singing, listening, rhythmic, instrumental and creative activities; remedial work for poor singers; activities for musically talented children; comprehension overview of music materials and their application to the elementary school curriculum. May be offered for undergraduate or graduate credit. **Prerequisites:** Admission to Professional Teacher Education Program, MUSC 200/equivalent. **Three hours per week.**

420. FOUNDATIONS OF READING (Elementary Education) 3 hours credit
Deals with pre-reading skills, beginning reading, informal assessment, analysis of reading programs, grouping procedures, word attack skills, and development of vocabulary and comprehension abilities. Intended for personnel in elementary education. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

427. CLASSROOM ASSESSMENT AND INTERVENTION IN READING 3 hours credit
Deals with a variety of formal and informal assessment techniques, processes and instruments from classroom, state, and national sources used to make appropriate instructional decisions in literacy for diverse populations. Includes early intervention strategies and reporting to parents. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 311, 312, 313, 316, 317, 408, EDUC 318. **Co-requisite:** ELED 309. **Three hours per week.**

430. DIRECTED TEACHING IN MUSIC IN THE ELEMENTARY SCHOOL 6 hours credit
Student teaching experience in all aspects of the elementary school music curriculum at several grade levels under the direction of public school music teacher, with supervision from the University staff. Includes observation and participation in the classroom as well as actual teaching and other activities and duties normall performed. **Prerequisites:** Completion of courses in the music concentration through the third year, EDUC 419 adn 429, written approval of the Music Department, admission to Professional Teacher Education Program. *(P/F)*

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I 3 hours credit
Study of materials and methods for teaching language arts to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, use of space, class management and lesson planning. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

442. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM II 3 hours credit
Study of materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, room design, class management, lesson planning, field trip planning and professional development. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

446. PRIMARY GRADES INTERNSHIP 3 hours credit
Supervised placement in grades one through three. Interns observe teaching, work with children, teach and participate in activities for which regularly employed teachers are responsible. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Co-requisite:** ECED 450.

450. EARLY CHILDHOOD SEMINAR 3 hours credit
Seminar approach to current practices and trends in teaching preschool and kindergarten. Emphasis on responsive teaching reflective practice, professional development and preparation of professional portfolio. Special attention to guidance of young children's behavior. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Co-requisites:** ECED 445, 446. **Three hours per week.**

EMAT

500. RESEARCH AND TECHNOLOGY I 3 hours credit
Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases used in library research. Provides a technological base for the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments developed within the context of individual student projects and the evaluation of the research literature. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

501. DEVELOPMENT AND LEARNING APPLIED TO TEACHING 3 hours credit
Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

502. SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF CONTEMPORARY EDUCATION 3 hours credit
Analysis of social and philosophical tenets of education, with an emphasis on implications for contemporary middle and secondary schools. Examines current trends, issues, research and practice. Field experiences involving community, educational and social service agencies required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

503. PRINCIPLES OF CURRICULUM CONSTRUCTION 3 hours credit
Historical and current influences on curriculum developments and classroom applications; examines underlying principles, philosophical and social influences on strategic planning processes and school improvements. Emphasis on technological impacts on curriculum and instruction. Curriculum strands, research studies and products reviewed and assessed. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

504. TEACHING READING IN THE CONTENT AREAS I 3 hours credit
Knowledge of the reading process, instructional strategies and materials use, drawn from research-based recommendations for using text in secondary content areas. **Prerequisite:** Admission to M.A.T. program. Intended for all M.A.T. candidates. **Three hours per week.**

505. METHODS OF TEACHING AND ASSESSMENT 3 hours credit
Effective instructional methods and educational assessment procedures. Examines general principles related to planning and delivering instruction. Emphasizes connection between assessment and instruction. Presents informal and formal assessment procedures. Field experience required. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

506. INCLUSIVE TEACHING FOR DIVERSE POPULATIONS 3 hours credit
Survey of special education and multicultural education. Instructional implications of diversity in the classroom. Current trends and instructional strategies for inclusion will be discussed and research opportunities provided. Field experiences. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

507, 509. M.A.T. INTERNSHIP I & II 3 hours credit each
Two full-time, seven-week clinical experiences providing opportunities to actualize the latest educational research and theory into practice, including but not exclusive to observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the university supervisor. **Prerequisites:** Completion of all coursework in M.A.T. sequence; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Co-requisite:** EMAT 511. **Three hours per week each.**

508. TEACHING READING IN THE CONTENT AREAS II 3 hours credit
In-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. **Prerequisites:** Admission to the M.A.T. program, EMAT 504. Intended for all M.A.T. candidates. **Three hours per week.**

510. APPLIED RESEARCH AND TECHNOLOGY II 3 hours credit
Complete and present portfolios, action research projects and seminar papers. Integrates educational technology, especially as it applies to teaching in the schools. **Prerequisite:** Successful completion of internship and seminar courses. **Three hours per week.**

511. M.A.T. INTERNSHIP SEMINAR 3 hours credit
Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve these problems. **Prerequisites:** Completion of all coursework in M.A.T. sequence prior to the internship; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Co-requisites:** EMAT 507 and 509. **Three hours per week.**

521. TEACHING ENGLISH IN THE SECONDARY SCHOOL 3 hours credit
Prepares prospective teachers to teach English in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school English teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

522. SECONDARY SCHOOL SCIENCE METHODS 3 hours credit
Prepares prospective teachers to teach science in middle and

high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school science teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

523. SECONDARY SCHOOL SOCIAL STUDIES METHODS 3 hours credit
Prepares prospective teachers to teach social studies in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school social studies teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

524. SECONDARY SCHOOL FOREIGN LANGUAGE METHODS 3 hours credit
Prepares prospective teachers to teach foreign language in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school foreign language teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

525. SECONDARY SCHOOL MATHEMATICS METHODS 3 hours credit
Prepares prospective teachers to teach mathematics in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school mathematics teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

SCED

332. METHODS AND MATERIALS FOR SECONDARY SCHOOL ART 3 hours credit
Prepares art students for the teaching and administration of art programs on the secondary level and for careers as art education consultants and supervisors. **Prerequisite:** Acceptance in the Art Education Professional Program. **Four hours per week.** *(spring semester only)*

333. ENGLISH IN THE SECONDARY SCHOOL 3 hours credit
Study of materials and methods for teaching language arts in the high school. Various models and strategies for teaching language arts—language, literature and media—at this level demonstrated and analyzed. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.** *(fall semester only)*

334. SOCIAL STUDIES IN THE SECONDARY SCHOOL 3 hours credit
Analysis of the secondary school program in social studies; emphasis on methods of teaching history, geography and citizenship. Current curriculum trends considered. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.** *(fall semester only)*

335. MATHEMATICS IN THE SECONDARY SCHOOL 3 hours credit
Analysis of the secondary school program in mathematics; emphasis on methods of teaching mathematical concepts and understandings. Organization of teaching units, observation and evaluation of teaching in particular situations. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.** *(fall semester only)*

336. SCIENCE TEACHING IN THE SECONDARY SCHOOL 3 hours credit
Analysis of secondary school science teaching methods, materials and existing programs. Curricula and materials for the middle school and senior high school levels investigated by the student in biology, chemistry, earth science, general science, physical science and physics. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.** *(fall semester only)*

337. FOREIGN LANGUAGE IN THE SECONDARY SCHOOL 3 hours credit
Study of the philosophy, aims and methods of teaching foreign language in the secondary school with emphasis upon the techniques and materials in current use. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.** *(fall semester only)*

339. SECONDARY/K-12 METHODS VISITATION 0 hours credit
Classroom visitations and field experiences for students enrolled in methods courses. Includes observing instruction, teaching lessons and completing assignments as determined by co-instructor(s). **Prerequisite:** Admission to the Professional Teacher Education Program. **Co-requisite:** Any secondary or K-12 methods course. SCED 333, 334, 335, 337, 371, 372, 373, 376, 429, 447, 471, 472, 473, 474, 476, EDUC 306, 343 or ELED 419. **One half day per week.**

367. INCLUSIVE INSTRUCTION FOR SECONDARY TEACHERS 3 hours credit
Acquaints pre-service secondary school teachers with the legal, social and ethical issues that surround inclusion and prepares them with a repertoire of instructional methods associated with inclusive education for students with high incidence disabilities. Field experience required. Cannot receive credit for both EDUC 467 and SCED 367. **Prerequisite:** Admission to Professional Teacher Education Program, EDUC 300. **Three hours per week.**

371. ENGLISH AND READING METHODS IN SECONDARY SCHOOL, PART I 3 hours credit
Study of materials and methods for teaching English language arts in the middle and high school, with attention to strategies and materials that support reading and writing in content area study. Various models and strategies for teaching language arts—language, literature and media—are demonstrated and analyzed. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** SCED 339. **Three hours per week.** *(spring semester only)*

372. SOCIAL STUDIES AND READING METHODS IN SECONDARY SCHOOL, PART I 3 hours credit
Analysis of middle and high school programs in social studies; emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. Course includes emphasis on strategies, skills and instruction in reading. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** SCED 339. **Three hours per week.** *(spring semester only)*

373. MATHEMATICS AND READING METHODS IN SECONDARY SCHOOL, PART I 3 hours credit
First course of a two-course sequence for analysis of middle and high school programs in mathematics; emphasis on methods of teaching mathematical concepts and understandings. Course includes strategies, skills and instruction in reading in the content area. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** SCED 339. **Three hours per week.** *(spring semester only)*

374. SCIENCE AND READING METHODS IN SECONDARY SCHOOL, PART I 3 hours credit
Analysis of middle and high school science teaching methods, materials and programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** SCED 339. **Three hours per week.** *(spring semester only)*

376. FOREIGN LANGUAGE AND READING METHODS IN SECONDARY SCHOOL, PART I 3 hours credit
Study of the philosophy, aims and methods of teaching foreign language in the middle and high school with emphasis on the theories, techniques and materials in current use. Course includes strategies, skills and instruction in reading in the content area. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** SCED 339. **Three hours per week.**

422. TEACHING READING IN THE CONTENT AREAS: PART I 3 hours credit
Knowledge of the reading process, instructional strategies and materials used is drawn from research-based recommendations for using text in secondary content areas. Intended for all secondary and K-12 teacher education candidates. **Prerequisite:** Admission to Professional Teacher Education Program. **Co-requisite:** EDUC 339. **Three hours per week.** *(spring semester only)*

424. TEACHING READING IN THE CONTENT AREAS: PART II 3 hours credit
In-depth study of literacy needs of diverse student populations. Includes instructional and assessment methods in reading and writing. Intended for Secondary and K-12 teacher certification candidates. **Prerequisite:** Admission to Professional Teacher Education Program; SCED 422. **Co-requisite:** EDUC 339. **Three hours per week.**

426, 428. DIRECTED TEACHING IN THE SECONDARY SCHOOL 6 hours credit each
Students assigned to cooperating teachers in two secondary schools, a half-semester in each setting. Cooperating teachers and University supervisors guide the students in observing, working with pupils, teaching and participating in all activities for which regular teachers are responsible. **Prerequisites:** A major in one of the academic disciplines with an MSDE-approved program; competency tests; admission to Professional Teacher Education Program; EDUC 200, 300, 306, 308 and special methods. EDUC 426 prerequisite to 428. Credit not be awarded for EDUC 426 until successful completion of 428. *(P/F)*

429. TEACHING MUSIC IN THE SECONDARY SCHOOL 3 hours credit
Methods and materials of music teaching in grades 7-12. Emphasis on vocal, instrumental and general music. May be offered for undergraduate or graduate credit. **Prerequisites:** MUSC 200, admission to Professional Teacher Education Program.

431. DIRECTED TEACHING IN MUSIC IN THE SECONDARY SCHOOL 6 hours credit
Student teaching experience in all aspects of the secondary school music curriculum including the areas of choral, instrumental and general music. Observation, participation, teaching and other activities and duties normally performed by professional teachers done under the direction of public school music teacher(s), with supervision from the University staff. **Prerequisites:** Completion of courses in the music concentration through the third year, EDUC 419 adn 429, written approval of the Music Department. *(P/F)*

433. REFLECTION AND INQUIRY IN TEACHING PRACTICE 3 hours credit
Forum for discussion of issues pertinent to current practices, trends and issues in the middle, junior and senior high school during the student teaching experience. Emphasis on classroom management. **Prerequisite:** Admission to student teaching. **Co-requisites:** SCED 456 or 426 and 428. *(P/F)*

447. ESOL METHODS 3 hours credit
Introduces students to the study, philosophy, aims and methods of teaching English as a foreign or second language with an emphasis upon the techniques and materials in current use. **Co- or prerequisites:** ENGL 433, 528. **Prerequisites:** ENGL 430, 431 and 439; admission to the professional teacher education program; passing scores on PRAXIS I Examinations as defined by the University and Seidel School; GPA of 2.75 in ESOL courses; or consent of the instructor for non-teachers. **Three hours per week.**

456. EXTENDED DIRECTED TEACHING IN THE SECONDARY SCHOOL 12 hours credit
Students are assigned to cooperating teachers in secondary schools. Cooperative teachers and University supervisors guide the student in observing, working with pupils, teaching and participating in all activities for which regular teachers are responsible. **Prerequisites:** A declared major in one of the academic disciplines with an Maryland State Department of Education approved program, admission to student teaching, EDUC 210, 300, 318 or 319, SCED 376, special methods part I and part II. **Co-requisite:** SCED 433. **Forty hours per week.**

471. ENGLISH AND READING METHODS IN THE SECONDARY SCHOOL, PART II 3 hours credit
Continuing study of materials and methods for teaching English language arts in the middle and high school, with attention to strategies and materials that support reading and writing in the content area. Various models and strategies for teaching language arts—language, literature and media—are demonstrated and analyzed. Continuation of SCED 371. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 371. **Co-requisite:** SCED 339. **Three hours per week.** *(fall semester only)*

472. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART II 3 hours credit
Continuing analysis of middle and high school programs in social studies. Emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 372. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 372. **Co-requisite:** SCED 339. **Three hours per week.** *(fall semester only)*

473. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART II 3 hours credit
Continuation of SCED 373, including organization of teaching units, assessment, observation and evaluation of teaching in middle and high school settings. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing in the content area. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 373. **Co-requisite:** SCED 339. **Three hours per week.** *(fall semester only)*

474. SCIENCE AND READING METHODS IN THE SECONDARY SCHOOL, PART II 3 hours credit
Continuing analysis of middle and high school science teaching methods, materials and existing programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 374. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 374 with a C or better. **Co-requisite:** SCED 339. **Three hours per week.** *(fall semester only)*

476. FOREIGN LANGUAGE AND READING METHODS IN THE SECONDARY SCHOOL, PART II 3 hours credit
Continued study of the philosophy, aims and methods of teaching foreign language in the middle and high school setting with emphasis on the theories, techniques and materials in current use. Emphasis on developing a coherent literacy program based on appropriate materials and strategies for instruction and assessment in reading in the content area. Continuation of SCED 376. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 376. **Co-requisite:** SCED 339. **Three hours per week.** *(fall semester only)*

Engineering (ENGR)

101. ENGINEERING GRAPHICS 2 hours credit
Introduces procedures and tools of engineering drawing. Visualizing in three dimensions and expressing ideas graphically are covered. **One hour lecture, three hours laboratory per week.**

110. STATICS 3 hours credit
The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples, equilibrium, trusses, frames and machines, centroids, moment of inertia, beams and friction. Vector and scalar methods used to solve problems. **Prerequisites:** MATH 201, PHYS 221. **Three hours per week.**

221. DYNAMICS 3 hours credit
Systems of heavy particles and rigid bodies at rest and in motion. Force acceleration, work energy and impulse-momentum relationships. Motion of one body relative to another in a plane and in space. **Prerequisites:** MATH 202, ENGR 110. **Three hours per week.**

English (ENGL)

101. COMPOSITION I 3 hours credit
A course in expository writing. Focus on logical thinking and critical reading and writing. Three **hours per week. Meets General Education IA (required C or better).**

102. COMPOSITION II 3 hours credit
Continued study of expository writing which focuses on the writing of critical papers responding to literature. **Prerequisite:** C or better in ENGL 101. **Three hours per week. Meets General Education IA (required C or better).**

201. COMPOSITION III 3 hours credit
Focuses on the practice and theory of writing, advanced strategies of writing, and the forms and aims of discourse. Emphasis on effective assignments, evaluation of prose, and the nature and analysis of style. Cannot receive credit for both ENGL 371 and ENGL 201. **Prerequisite:** ENGL 102. **Three hours lecture per week.**

220. INTRODUCTION TO FILM 3 hours credit
Introduction to the art of film. Concepts of organization, structure, and editing techniques through viewing and discussing short films. Literary and dramatic influences in feature films. Cannot receive credit for both ENGL 121 and ENGL 220. **Prerequisite:** ENGL 102. **Three hours per week.**

230. CREATIVE WRITING 3 hours credit
Techniques of writing fiction and poetry through reading, analysis and directed writing. Students submit work-in-progress for class discussion and a portfolio of poems or stories. **Prerequisite:** ENGL 102. **Three hours per week.**

240. INTRODUCTION TO THE STUDY OF LANGUAGE 3 hours credit
Study of the ways language works and an introduction to the scientific study of language and linguistics. Presupposes no formal study or knowledge of language. Cannot receive credit for both ENGL 110 and ENGL 240. **Prerequisite:** ENGL 102. **Three hours per week.**

250. UNDERSTANDING POETRY (Genre) 3 hours credit
Reading and interpreting a wide variety of poems, examining the features of the poem as a form, variations of the form throughout history. Cannot receive credit for both ENGL 203 and ENGL 250. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

251. THE ART OF THE DRAMA (Genre) 3 hours credit
An introduction to the types of drama in the American, British and Continental traditions. Cannot receive credit for both ENGL 204 and ENGL 251. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

252. ASPECTS OF THE NOVEL (Genre) 3 hours credit
Analysis of American, British and Continental novels; the form of the novel and its variations. Cannot receive credit for both ENGL 209 and ENGL 252. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

253. THE SHORT STORY (Genre) 3 hours credit
A study of the historical development of the short story, its forms, characteristics and its most successful practitioners. Cannot receive credit for both ENGL 210 and ENGL 253. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

254. SATIRE (Genre) 3 hours credit
The nature of satire and its historical forms. Cannot receive credit for both ENGL 212 and ENGL 254. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

300. STUDIES IN ENGLISH 3 hours credit
Study of a literary figure, period, genre, movement or theme. May be repeated under different subtitles. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

301. STUDIES IN ENGLISH 3 hours credit
Study of a topic in language, film or writing. May be repeated under different subtitles. **Prerequisite:** ENGL 102. **Three hours per week.**

302. INTERNSHIP IN ENGLISH I 1-3 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office. A maximum of three credits may be applied to English major. May be taken for a maximum of three hours credit. Cannot receive credit for both ENGL 339 and ENGL 302. **Prerequisites:** ENGL 101, 102; senior English major with minimum 3.0 GPA; written permission of chair and internship coordinator.

303. INTERNSHIP IN ENGLISH II 1-3 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office different from that used for ENGL 302: Internship in English I. May be taken for a maximum of three hours of elective credit toward degree requirements and not major requirements. **Prerequisites:** ENGL 101, 102, 302; senior English major with minimum 3.0 GPA; written permission of internship coordinator and chair.

304. BUSINESS AND PROFESSIONAL WRITING 3 hours credit
Study of business and professional documents emphasizing a rhetorical approach to analyzing issues germane to the message. Stresses effectiveness and correctness of writing, including memos, letters, resumes, proposals, press releases, abstracts, reports and evaluations. Cannot receive credit for both ENGL 372 and ENGL 304. **Prerequisite:** ENGL 102. **Three hours lecture per week.**

305. TECHNICAL WRITING AND EDITING 3 hours credit
Effective writing and editing technique applied to, among others, formal proposals, mechanical descriptions, user manuals, investigative reports, field reports, feasibility reports and articles for publication. Cannot receive credit for both ENGL 373 and ENGL 305. **Prerequisite:** ENGL 102. **Three hours lecture per week.**

306. WRITING FOR THE DISCIPLINES 3 hours credit
Helps students improve their writing to meet career demands of particular majors. Students examine styles and forms of writing and evaluate options and requirements for particular writing tasks. Not acceptable for General Education credit. Cannot receive credit for both ENGL 353 and ENGL 306. **Prerequisite:** ENGL 102. **Three hours per week.**

311. FICTION WORKSHOP 3 hours credit
Students analyze in a workshop setting readings in contemporary fiction to observe techniques in craftsmanship and present their own fiction for intensive examination by workshop participants. May be taken twice for credit. **Prerequisites:** ENGL 230 or consent of instructor. **Three hours per week.**

312. POETRY WORKSHOP 3 hours credit
Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craftsmanship and present their own poetry for intensive examination by workshop participants. May be taken twice for credit. **Prerequisites:** ENGL 230 or consent of instructor. **Three hours per week.**

314. WRITER'S CRAFT 3 hours credit
In-depth study of the creative writing process. Students develop a craft workbook that focuses on contemporary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast certain authors' aesthetics with their own creative writings. May be taken twice for credit. Cannot receive credit for both ENGL 340 and ENGL 314. **Prerequisite:** ENGL 230 or consent of instructor. **Three hours per week.**

322. LITERATURE AND FILM 3 hours credit
The relation of film to literature as narrative, dramatic and poetic means of expression; the translation of literary works into film. **Prerequisite:** ENGL 102. **Two hours lecture and two hours screening per week. Meets General Education IA.**

335. GOTHIC FICTION 3 hours credit
A study of the Gothic strain in English and American fiction from the late 18th through the 20th centuries—its genesis, initial manifestations, popular mutations and periodic reinvigorations. Among authors studied are Horace Walpole, Ann Radcliffe, "Monk" Lewis, Poe, James, Bram Stoker and Stephen King. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

338. GAY AND LESBIAN LITERARY STUDIES 3 hours credit
Study of gay male and lesbian writings of the past and present, in their cultural and historical contexts. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

341. THE BIBLE AS LITERATURE 3 hours credit
The literature of the Bible: various forms, stylistic features and relation to culture. Emphasis on the Old Testament, King James version. Cannot receive credit for both ENGL 313 and ENGL 341. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

342. WOMEN IN LITERATURE 3 hours credit
A study in literature written by American and British women, primarily during the 19th and 20th centuries. Among writers studied are Bronte, Eliot, Chopin, Wharton, Woolf, Plath, Walker. Cannot receive credit for both ENGL 309 and ENGL 342. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

344. LITERATURE OF A DECADE 3 hours credit
In-depth study of literary works of a particular decade with special emphasis on cultural and historical context. (Decade and texts selected by instructor.) May be repeated under different subtitles. **Prerequisite:** ENGL 102. **Three hours per week.**

345. SCIENCE FICTION 3 hours credit
A survey of the types and conventions of science fiction and a consideration of its persistent themes, especially the idea of utopia and dystopia. Readings include traditional works by such authors as Swift, Bellamy, Wells, Huxley and Orwell as well as popular fiction by such recent authors as Stapledon, Clarke, Bradbury, Vonnegut and LeGuin. Cannot receive credit for both ENGL 327 and ENGL 345. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

347. THE WILDERNESS IN LITERATURE 3 hours credit
A study of evolving ideas of wilderness in journals and other non-fiction, along with readings in fiction and poetry which dramatize civilized humanity's relationships with wilderness. Nineteenth and 20th century American authors including Thoreau, John Muir, Fenimore Cooper, Edward Abbey, Jack London, Faulkner, James Dickey and Gary Snyder. Cannot receive credit for both ENGL 336 and ENGL 347. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

348. NATURE IN LITERATURE 3 hours credit
Study of attitudes toward Earth's various environments in British and American nature writing, especially of the 19th and 20th centuries. Includes essays by authors such as Gilbert White, John Burroughs, Aldo Leopold, Loren Eisley, Rachel Carson, Richard Nelson and Annie Dillard. Cannot receive credit for both ENGL 337 and ENGL 348. **Prerequisite:** ENGL 102. **Three hours lecture per week. Meets General Education IA.**

349. NORSE LITERATURE IN TRANSLATION 3 hours credit
Survey of northern European literature from the pagan era through the Middle Ages, including Germanic myths and Icelandic sagas. Supporting materials from archaeology, folklore and popular culture. Cannot receive credit for both

ENGL 360 and ENGL 349. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

355. ARTHURIAN LITERATURE 3 hours credit
Survey of medieval and modern treatments of the legends of King Arthur. Celtic, English and Continental sources. Supporting materials from archaeology, folklore, mythology, fine arts, popular culture. Cannot receive credit for both ENGL 362 and ENGL 355. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

356. BRITISH LITERATURE I: BEGINNINGS TO 1800 3 hours credit
Survey of British literature from Beowulf poet to poetry of sensibility. Readings include but not limited to: *The Canterbury Tales*, Shakespeare's dramas, *Paradise Lost*, and major works by Swift, Pope and Johnson. Cannot receive credit for both ENGL 242 and ENGL 356. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

357. BRITISH LITERATURE II: 1800-1945 3 hours credit
Survey of British literature from William Blake to World War II. Readings include but not limited to: Wordsworth's *The Prelude*, Conrad's fiction, and major works by Keats, Tennyson, Browning, Joyce, Yeats and Eliot. Cannot receive credit for both ENGL 243 and ENGL 357. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

358. BRITISH LITERATURE III: 1945 TO PRESENT 3 hours credit
Survey of major British authors from 1945 to present. Readings include but not limited to the poetry of Dylan Thomas, Philip Larkin, Seamus Heaney and Ted Hughes; the plays of Caryl Churchill and Samuel Beckett; the fiction of Ishiguro, Swift, McEwan and Brookneer. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

363. WORLD LITERATURE I 3 hours credit
A study of major western and non-western cultural heritages from antiquity through the Renaissance Europe and ends with the exploration/conquest literature of the "early" Americas. This course gives you a foundation in the classics of western literature and introduces you to the classical traditions of Native American peoples, India, China and the Middle East. Cannot receive credit for both ENGL 207 and ENGL 363. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

364. WORLD LITERATURE II 3 hours credit
A study of western and non-western cultural heritages from the 17th century to contemporary works. The texts will cover various literary periods from neoclassicism and romanticism to modernism and post-modernism. The course provides a foundation in the classics of modern western literature and introduces modern non-western literature. Cannot receive credit for both ENGL 208 and ENGL 364. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

365. LITERATURE OF THE THIRD WORLD 3 hours credit
Study of Third World literature and ways it resembles and differs from Western literature in matters of theme, style or content. May include authors such as Fuentes, Garcia Marquez, Paton, Head, Achebe, Thiong'o, Hulme. Cannot receive credit for both ENGL 448 and ENGL 365. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

366. WORLD MYTHOLOGY 3 hours credit
Primitive, oriental and occidental mythology, emphasis on classical, Nordic and Judeo-Christian myths. Application of principles of myth and folklore criticism to Western literature, ancient through modern. Not open to students who have taken ENGL 326. Cannot receive credit for both ENGL 222 and ENGL 366. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

367. FOLKLORE AND FOLKLIFE 3 hours credit
Introduction to varieties of folk performance, especially verbal and literary, with attention to significance of folk groups. Methods of folklore collection, analysis, presentation and archiving. Cannot receive credit for both ENGL 223 and ENGL 367. **Prerequisite.** ENGL 102. **Three hours per week. Meets General Education IA.**

368. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit
An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. Can be repeated for credit with different themes. Cannot receive credit for both ENGL 450 and ENGL 368. **Prerequisites:** ENGL 102 and a philosophy course, or consent of instructor. **Three hours per week. Meets General Education IA.**

380. AMERICAN LITERATURE I: BEGINNINGS TO 1860 3 hours credit
Study of major American literature, exclusive of the novel, from the beginnings to 1860. Among writers studied are Edwards, Franklin, Hawthorne, Irving, Melville, Poe and Whitman. Cannot receive credit for both ENGL 331 and ENGL 380. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

381. AMERICAN LITERATURE II: 1860-1945 3 hours credit
Study of major American literature, exclusive of the novel, from the Civil War to the end of World War II (1860-1945). Among writers studied are Chopin, Crane, Dickinson, Faulkner, Gilman, Hughes, James, Jewett, Twain, Whitman and Wright. Cannot receive credit for both ENGL 332 and ENGL 381. **Pre-requisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

382. AMERICAN LITERATURE III: 1945 TO PRESENT 3 hours credit
A survey of major American writers from 1945 to the present, exclusive of the novel, in order to trace the growth in this country of an indigenous literature. Often, several works by each author will be examined. Authors may include Barth, Bellow, Bishop, Carver, Clifton, Dove, Ginsberg, Lowell, Mailer, Morrison, Oates, Roth, Updike. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

383. AFRICAN-AMERICAN LITERATURE 3 hours credit
African-American literature from the Harlem Renaissance (1934) to the present, its relation to the African-American movement and the African-American experience in America. Among authors studied are Wright, Ellison, Baldwin, Kelley, Toomer, Petry, Morrison, McKay, Walker, Brooks and Jones. Cannot receive credit for both ENGL 307 and ENGL 383. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

384.NATIVE AMERICAN LITERATURE 3 hours credit
Study of the literature that grew out of the unique perceptions and experiences of the Native Americans with particular emphasis on poetry, short stories and novels. Authors include Erdrich, Silko, Momaday, Black Elk, Welch and Oritz. Cannot receive credit for both ENGL 328 and ENGL 384. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

385. ETHNIC LITERATURE IN AMERICA 3 hours credit
Explores literature of America's ethnic cultures and their historical and literary contexts. Emphasizes but not limited to literature of African-, Asian-, Jewish-, Mexican- and Native-Americans. Cannot receive credit for both ENGL 449 and ENGL 385. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

386. AMERICAN WOMEN WRITERS OF COLOR 3 hours credit
Study of Native American, African-American, U.S., Latina and Asian American women's writing, emphasizing 19th and 20th century issues which influenced their writing. Cannot receive credit for both ENGL 346 and ENGL 386. **Prerequisite:** ENGL 102. **Three hours lecture per week. Meets General Education IA.**

387. LITERATURE OF THE AMERICAN WEST: 1820-PRESENT 3 hours credit
A study of journals and travel narratives and popular, regional and historical novels of the American West. Works of writers such as Cooper, Twain, Steinbeck, Anaya, Cather and Silko. Cannot receive credit for both ENGL 329 and ENGL 387. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

388. AMERICAN DRAMA 3 hours credit
Historical survey of American drama from its beginnings to the present. Includes works by major American dramatists, such as Hellman, O'Neill, Williams, Mille and Henley. Cannot receive credit for both ENGL 350 and ENGL 388. **Prerequisite:** ENGL 102 with C or better. **Three hours per week. Meets General Education IA.**

399. INTERNATIONAL STUDIES IN LITERATURE 3 hours credit
On-site study of the literature, drama, theatre, and culture of selected countries. Field study preceded by pre-tour lectures. May be taken twice for credit under different subtitles. The objective of the course is to better understand the culture and the history of a foreign country through experimental learning and intelligent mentoring. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

401. STUDIES IN FILM 3 hours credit
Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles. Cannot receive credit for both ENGL 325 and ENGL 401. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

402. FILM HISTORY 3 hours credit
The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. Cannot receive credit for both ENGL 321 and ENGL 402. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

403. FILM GENRE 3 hours credit
An introduction to the concept of film genre and to the study of specific film genres including comedies, musicals, westerns, gangster films, horror films and science fiction films. Cannot receive credit for both ENGL 324 and ENGL 403. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

405. MAJOR FILM DIRECTORS 3 hours credit
Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

410. INDIVIDUAL AUTHORS 3 hours credit
An intensive study of one to three writers of major stature (choice to be made by the instructor). Cannot receive credit for both ENGL 343 and ENGL 410. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

411. CHAUCER (Author)
Chaucer's major works with emphasis on *The Canterbury Tales*. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

412. MILTON (Author) 3 hours credit
The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

413. SHAKESPEARE 3 hours credit
A study of the major comedies and histories with an emphasis on the tragedies. Cannot receive credit for both ENGL 419 and ENGL 413. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

430. PRINCIPLES OF LINGUISTICS 3 hours credit
Detailed study of the primary linguistic systems, including phonology, morphology, semantics, syntax and pragmatics. Introduces important sociolinguistic research concerns. As the course is designed for teachers in training, students apply those linguistic concepts to practical language learning problems. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

431. SURVEY OF MODERN ENGLISH GRAMMAR 3 hours credit
Study of modern English grammar accomplished through a variety of language analysis approaches, including traditional, structural and transformational. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 110, 430 or permission of instructor. **Three hours per week.**

432. LITERACY AND ESOL READING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE 3 hours credit
Linguistics approach to the peculiar relationship between a language and the cultural total of which the language is a part. Examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and level of education. Considers the educational, political and economic implications. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

434. LITERACY AND ESOL WRITING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. Cannot receive credit for both ENGL 443 and ENGL 434. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

438. BILINGUALISM 3 hours credit
Study of what it means to be a bilingual child or adult. Explores the mind's role in bilingualism and in language acquisition. Surveys educational systems' response to language variance

among students and explores the social, academic and language learning consequences of growing up bilingual in the U.S.A. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE ACQUISITION 3 hours credit
Introduction to second language acquisition (SLA) theory and the application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 110, 430 or permission of instructor. **Three hours per week.**

453. MODERN POETRY (Genre) 3 hours credit
A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

461. FEMINIST LITERATURE AND THEORY 3 hours credit
A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. May be offered for undergraduate or graduate credit. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

463. LITERARY ANALYSIS 3 hours credit
Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

465. RESEARCH IN COMPOSITION 3 hours credit
Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for prewriting, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. May be offered for undergraduate or graduate credit. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH 3 hours credit
Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 465 or approval of the professor. **Three hours per week.**

467. HISTORY AND THEORY OF RHETORIC 3 hours credit
Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. Cannot receive credit for both ENGL 470 and ENGL 467. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week.**

468. SEMINAR IN LITERARY RESEARCH 3 hours credit
Introduces students to research methods in the study of literature and language. Guides students in the preparation of a scholarly research project. Not for graduate credit. **Prerequisites:** ENGL 102 and 12 hours of literature credits at the 300-400 level or instructor's permission. **Three hours per week.**

471. MEDIEVAL LITERATURE 3 hours credit
A survey of literature produced in the European and Mediterranean worlds between the seventh and the 15th centuries of the Common Era. Readings include excerpts and whole works. All texts presented in modern English. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. May be offered for undergraduate or graduate credit. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

472. ELIZABETHAN AND JACOBEAN LITERATURE (Period) 3 hours credit
A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. Cannot receive credit for both ENGL 414 and ENGL 472. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

473. RESTORATION AND 18TH CENTURY LITERATURE (Period) 3 hours credit
A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. Cannot receive credit for both ENGL 420 and ENGL 473. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

474. ROMANTIC LITERATURE (Period) 3 hours credit
Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. Cannot receive credits for both ENGL 421 and ENGL 474. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

475. VICTORIAN LITERATURE (Period) 3 hours credit
A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. Cannot receive credit for both ENGL 425 and ENGL 475. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

476. BRITISH NOVEL I: BEGINNINGS TO 1800 3 hours credit
A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. Cannot receive credit for both ENGL 460 and ENGL 476. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

477. BRITISH NOVEL II: 1800-1945 3 hours credit
A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. Cannot receive credit for both ENGL 462 and ENGL 477. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

479. CONTEMPORARY TRENDS IN BRITISH LITERATURE 3 hours credit
Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. May be offered for undergraduate or graduate credit. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

480. COLONIAL AMERICAN LITERATURE (Period) 3 hours credit
A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreeet, Taylor, Edwards, Franklin, Irving and Cooper. Cannot receive credit for both ENGL 426 and ENGL 480. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

481. THE AMERICAN RENAISSANCE (Period) 3 hours credit
A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Cannot receive credit for both ENGL 427 and ENGL 481. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

483. AMERICAN SOUTHERN RENAISSANCE 1930-1970 (Period) 3 hours credit
A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. Cannot receive credit for both ENGL 428 and ENGL 483. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

484. AMERICAN NOVEL I: BEGINNINGS TO 1900 3 hours credit
A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. Cannot receive credit for both ENGL 457 and ENGL 484. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

485. AMERICAN NOVEL II: 1900-1945 3 hours credit
A study of major American novels between 1900 and World War II. Writers studied may include Cather, Faulkner, Fitzgerald, Hemingway, Hurston, James, Lewis and Wharton. Cannot receive credit for both ENGL 458 and ENGL 485. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

486. AMERICAN NOVEL III: 1945 TO PRESENT 3 hours credit
A study of major American novels since World War II. Writers may include Pynchon, Roth, Morrison, McCarthy, Mukherjee, DeLillo, Kerouac, Nabokov. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

488. CONTEMPORARY TRENDS IN AMERICAN LITERATURE 3 hours credit
Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

490. TOPICS IN ENGLISH 1-3 hours credit
Intensive study of a literary genre, figure or period; or intensive study in language, writing or film. May be repeated for credit in different areas of study. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 102 or consent of instructor. **Meets General Education IA.**

491. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING 3 hours credit
An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles recorded with the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** ENGL 430. **Three hours lecture per week.**

492. PRACTICUM IN ENGLISH 1-3 hours credit
Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. Cannot receive credit for both ENGL 442 and ENGL 492. May be offered for undergraduate or graduate credit. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

493. INDEPENDENT STUDY 3 hours credit
Tutorial course in any area of English. Open to junior and senior English majors with superior English grades. Permission of the department chair prior to registration. One conference weekly. May be taken twice. Not for graduate credit. Previously listed as ENGL 400.

499. ENGLISH HONORS 3 hours credit
Independent study in an area of English leading to an honors thesis. **Prerequisite:** invitation by the Department of English.

500. SEMINAR IN AMERICAN LITERATURE THROUGH THE 19TH CENTURY 3 hours credit
A study of selected topics in American literature through the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

501. SEMINAR IN AMERICAN LITERATURE OF THE 20TH CENTURY 3 hours credit
A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I 3 hours credit
A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II 3 hours credit
A study of selected topics in English literature of the Restoration and 18th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III 3 hours credit
A study in selected topics of English literature of the 19th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR IN ENGLISH LITERATURE IV 3 hours credit
A study of selected topics in English literature of the 20th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY 3 hours credit
A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS 3 hours credit
Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

514. WRITING PROGRAM ISSUES 3 hours credit
Explores successful writing programs, particularly at the college level, and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction. Three **hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE 6 hours credit
Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with EDUC 515. **Prerequisite:** Consent of the instructor.

528. ESOL TESTS AND MEASUREMENTS 3 hours credit
Introduces students to present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under department supervision.

531. THESIS 3 hours credit

533. ESOL PROGRAM DEVELOPMENT 3 hours credit
Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both socio-linguistic and linguistic, which are faced by limited English-proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

Environmental Health Science (ENVH)

110. INTRODUCTION TO ENVIRONMENTAL SCIENCE 3 hours credit
Introduction to the interactions of living organisms and the environment, with an emphasis on human interactions. Environmental science principles, consequences of environmental pollution and resource depletion that lead to environmental degradation are presented. Global environmental challenges, such as global stratospheric ozone depletion and biodiversity loss are examined, along with air and water pollution and population issues. May not be used to satisfy requirements for the environmental health science major. **Three hours per week. Meets General Education IIIB.**

210. INTRODUCTION TO ENVIRONMENTAL HEALTH SCIENCE 3 hours credit
Introduces students to aspects of human impact on the environment and means of monitoring, controlling and regulating detrimental practices. Topics include food technology and protection; housing, industrial, occupational and recreational environments; air quality, waste management; and water quality and pollution control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisites:** BIOL 121 or 122 and CHEM 121 or acceptable equivalent. **Three hours per week.**

301. PRINCIPLES OF EPIDEMIOLOGY 3 hours credit
Introduction to basic principles, history and scope of epidemiology. Emphasis on study of patterns of diseases related to environmental factors. May be taken for biology credit by non-environmental health science majors. **Prerequisites:** ENVH 210; MATH 155 or 213. **Three hours lecture per week.**

302. FOOD ASPECTS OF ENVIRONMENTAL HEALTH SCIENCE 3 hours credit
Study of food and dairy products process, handling, preparation, storage, preservation, associated illnesses and regulatory programs as they impact human health and environmental health control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisite:** ENVH 210. **Three hours per week.**

310. SHELTER AND INSTITUTIONAL ENVIRONMENTS 3 hours credit
Study of environmental health problems associated with human dwellings. Emphasizes sociological and educational principles as important to problem solution. Considers environmental health problems of hospitals, nursing homes, jails, schools, colleges and other public institutions. **Prerequisite:** ENVH 301. **Three hours per week.**

320. SAFETY AND OCCUPATIONAL HEALTH 3 hours credit
Study of health and safety problems found in industry and analysis of acute and chronic diseases associated with various occupations and industrial settings. Considers Occupational Safety and Health Administration (OSHA) regulations and other federal and state mandates in depth. **Prerequisite:** ENVH 301. **Three hours per week.**

330. SOLID AND HAZARDOUS WASTE MANAGEMENT 3 hours credit
Study of the generation, collection and disposal of solid and hazardous waste materials. Considers Toxic Substance Control Act, Department of Transportation Regulation, the Resource Conservation and Recovery Act in detail. **Prerequisites:** CHEM 221. **Three hours per week.**

415. RESEARCH IN ENVIRONMENTAL HEALTH SCIENCE 3 hours credit
Research experience as an independent study under the supervision of a faculty member. **Prerequisite:** Consent of instructor. **Schedule to be arranged individually.**

420. READINGS IN ENVIRONMENTAL HEALTH SCIENCE 1-2 hours credit
Selected readings in a specific area of environmental health science. Process of gathering, interpreting and communicating specific information is emphasized. Ten pages of research report(s) are required for each credit hour. **Prerequisites:** Junior or senior standing and approval of the instructor.

425. TOXICOLOGY 3 hours credit
Introduction to basic principles, history and scope of modern toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with BIOL 425. May not be taken for credit if student has credit for BIOL 425. **Prerequisites:** Junior standing, eight hours of chemistry, eight hours of biology, or consent of instructor. **Three hours lecture per week.**

430. GROUND AND SURFACE WATER QUALITY 4 hours credit
Study of the science and management of ground and surface water quality. Emphasis on health effects exposure assessment, regulation and public health policy. Local, regional and global water quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

440. AIR QUALITY 4 hours credit
Study of the science and management of ambient and indoor air quality. Emphasis on health effects, exposure assessment, regulation and public health policy. Local, regional and global air quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

450. PUBLIC HEALTH ADMINISTRATION 3 hours credit
In-depth analysis of management practices and policies for environmental health programs. Considers relationship of these programs to federal and state government agencies. **Prerequisites:** ENVH 301 and either senior standing as an environmental health major or approval of program director. **Three hours per week.**

475. ENVIRONMENTAL HEALTH SCIENCE FIELD STUDIES 6 hours credit
Provides junior and senior students opportunities for field experience and work in an established environmental health science or environmental protection program. **Prerequisites:** approval of the program director the semester prior to intended course registration. **Forty hours per week for five weeks.**

490. SPECIAL TOPICS IN ENVIRONMENTAL HEALTH SCIENCE 1-4 hours credit
Study of a specific area in environmental health science. Topic varies semester to semester. May be taken for up to eight credit hours under different subtitles. **Prerequisite:** ENVH 301.

495. INTERNSHIP IN ENVIRONMENTAL HEALTH SCIENCE 1-6 hours credit
Professional work experience in environmental health science. **Prerequisites**: Junior standing, environmental health major and approval of advisor. **Three hours work per week per credit hour.**

French (FREN)

101. ELEMENTARY FRENCH I 3 hours credit
Beginning spoken and written French with emphasis on the sound system and the basic structures of the language. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY FRENCH II 3 hours credit
Continuation of skill development in spoken and written French with further study of major structures. **Prerequisite:** FREN 101 or at least one year of high school French. **Three hours per week. Meets General Education IB.**

105. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in FREN 101. **Prerequisite:** Registration in FREN 101 or permission of department chair. **Two hours per week.**

106. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in FREN 102. **Prerequisite:** Registration in FREN 102 or permission of department chair. **Two hours per week.**

201. INTERMEDIATE FRENCH 3 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Prerequisite:** FREN 102 or at least two years of high school French. **Three hours per week. Meets General Education IB.**

202. INTERMEDIATE AND APPLIED FRENCH 3 hours credit
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Prerequisite:** FREN 201 or at least three years of high school French. **Three hours per week. Meets General Education IB.**

205. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in FREN 201. **Prerequisite:** Registration in FREN 201 or permission of department chair. **Two hours per week.**

206. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in FREN 202. **Prerequisite**: Registration in FREN 202 or permission of department chair. **Two hours per week.**

300. TOPICS IN FRENCH LITERATURE 3 hours credit
Study of an author, period, movement, genre or theme in French. Topic may vary semester to semester. May be repeated once with new content. **Prerequisite:** FREN 310 or permission of department chair. **Three hours per week.**

303. READING SKILLS AND STRATEGIES IN FRENCH 3 hours credit
Development of reading skills and strategies using authentic texts. Emphasis on reading for specific purposes and continued acquisition of vocabulary. **Prerequisite:** FREN 202. **Three hours per week.**

305. SHORT FICTION IN FRANCE IN TRANSLATION 3 hours credit
Survey of the short story in French literature from the 16th through 20th centuries with works by Marguerite de Navarre, Voltaire, Merimee, Balzac, Maupassant, Camus, Sartre and Marguerite Duras among others. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

310. FRENCH GRAMMAR AND COMPOSITION 3 hours credit
Intensive review and application of grammar using exercises, compositions, dictation and papers to strengthen proficiency in writing. Continued acquisition of vocabulary and oral skills. **Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

312. FRENCH CONVERSATION 3 hours credit
Proficiency-based conversation focusing on the refinement of listening and speaking skills and vocabulary acquisition through role playing, small group and class discussion, oral reports and presentations. Introduction to phonetics. **Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

316. FRENCH CULTURE AND CIVILIZATION I 3 hours credit
Study of French civilization tracing major historical, cultural and artistic themes from the 16th to the 18th century. **Prerequisite:** FREN 303 or equivalent experience. **Three hours per week.**

317. FRENCH CULTURE AND CIVILIZATION II 3 hours credit
Study of French civilization tracing major historical, cultural and artistic themes from the 18th to the 20th century. **Prerequisite:** FREN 303 or equivalent experience. **Three hours per week.**

322. FRENCH FOR BUSINESS 3 hours credit
Intensive review of conversational skills and grammatical structures within the context of business, technology and everyday life. **Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

325. FRANCOPHONE CULTURE THROUGH LITERATURE 3 hours credit
A selection of short fiction, poetry and drama in French from the 19th and 20th centuries, centering on major cultural themes such as religion, chauvinism, honor, the family, etc. in the French-speaking world. **Prerequisite:** FREN 303, 310. **Three hours per week. Meets General Education IA.**

350. THE RISE AND FALL OF SENSUALITY FROM THE MIDDLE AGES TO 1700 3 hours credit
The theme of sensuality in major works from the Middle Ages to the Enlightenment: medieval conflict, humanistic synthesis, classic rigidity. ("Song of Roland," Lays of Marie de France, Essays-Montaigne, Gargantua-Rabelais, Racine, Corneille, Moliere.) Taught in English. **Prerequisite:** ENGL 102 or consent of department chair. **Three hours per week. Meets General Education IA.**

351. FRENCH LITERATURE OF PROTEST IN TRANSLATION (1700-1970) 3 hours credit
Study of the emergence of France as a nation through the revolutionary literature of 1789, the intense emotionalism of the romantics, the realist observations and the existential absurd of France today. Open to all. Taught in English **Prerequisite:** ENGL 102 or consent of department chair. **Three hours per week. Meets General Education IA.**

401. ADVANCED COMPOSITION AND MORPHOLOGY 3 hours credit
Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. May be offered for undergraduate or graduate credit. **Prerequisite:** FREN 310 or consent of department chair. **Three hours per week.**

402. ADVANCED CONVERSATION 3 hours credit
Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. May be offered for undergraduate or graduate credit. **Prerequisite:** FREN 312 or consent of department chair. **Three hours per week.**

405. SPECIAL PROBLEMS IN FRENCH 1-6 hours credit
Individual study of special areas in French linguistics or in French literature with the advice and direction from a member of the department. May be repeated with new content. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department chair.

480. SENIOR SEMINAR 1-3 hours credit
For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. May be offered for undergraduate or graduate credit. **Prerequisite:** Senior standing.

General Studies (GENL)

001. NEW STUDENT SEMINAR 0 hours credit
Orients new students to the university experience. Required of all new students with fewer than 24 hours of university credit. **Nine to 13 hours per semester.**

090. EFFECTIVE STUDY TECHNIQUES 0 hours credit
Presentation and practice of a variety of established study methods: note taking, time management, concentration, memorizing, test taking and report writing. May be offered for two hours per week all semester or for three hours per week for 10 weeks. Offered on an S/U basis, for internal credit only.

101. HUMAN SEXUALITY 3 hours credit
Study of the human sexual nature, with emphasis on the biological, philosophical, psychological and sociological aspects of human sexuality. Team-taught by faculty from two or more disciplines. Students may not receive credit for both this course and PSYC 325. **Three hours per week.** *(P/F)*

110. PERSONAL CAREER PLANNING 2 hours credit
The career search process. Goal oriented toward the planned process of selecting a major or occupational direction. The history, theory, philosophy and economics of the world of work. Occupational testing, decision making, values clarification skills and guest lectures employed. Recommended for freshmen, sophomores and undeclared majors. **Three hours per week.**

120. COLLEGE READING SKILLS 3 hours credit
Extensive practice in reading, analyzing and critically evaluating nonfiction texts. The student will outline and summarize articles and books through written and oral methods. Techniques of reading comprehension will be discussed and practiced. Projects will relate the skills of this class to the readings in the student's other courses. **Three hours per week.**

130. MATHEMATICAL FOUNDATIONS 0 hours credit
Enhances foundational skills in mathematics. Course consists of four components: computation, introductory algebra, intermediate algebra and formal geometry. Students may enroll in this course to complete state-mandated high school math requirements. **Three hours per week.**

150. SELECTED TOPICS IN DEVELOPMENTAL EDUCATION 1-3 hours credit
Innovative approaches to developmental education. Provides opportunities for curricular experimentation in the developmental studies areas of reading behavior, writing, foundational math skills and critical thinking.

152. RESIDENCE HALL LEADERSHIP 1 hour credit
An examination of models of community development with special emphasis on residence halls. Interactive problem-solving emphasized. **Prerequisite:** Selection into Resident Assistant Program. **Two hours per week for eight weeks.**

191. SPECIAL TOPICS: TV, COLLEGE OF THE AIR COURSES 1-3 hours credit
Study of a specific academic area. Topic may vary semester to semester. Course may be repeated under different subtitles.

Geography - Human (GEOG)

100. INTRODUCTION TO HUMAN GEOGRAPHY 3 hours credit
Introduction to the variable human character of the earth. Contemporary world problems such as population, growth, economic development, urbanization, resource utilization and human alteration of the natural environment are examined from a locational perspective. **Three hours per week. Meets General Education IIB.**

101. WORLD GEOGRAPHY: EUROPE AND ASIA 3 hours credit
A geographic study of the countries of Europe and Asia emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. **Three hours per week. Meets General Education IIB.**

102. WORLD GEOGRAPHY: AFRICA AND AMERICAS 3 hours credit
Geographic study of countries of Africa and the Americas emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. May not receive credit for both GEOG 301 and GEOG 102. **Three hours per week. Meets General Education IIB.**

199. CONSERVATION AND RESOURCE MANAGEMENT 3 hours credit
Examination of the nature, supply, distribution and use of selected natural resources. Emphasis on practical and efficient utilization of soils, farmland, water, forests, energy and mineral resources. **Three hours per week.**

202. CULTURAL GEOGRAPHY 3 hours credit
Examination of some of the basic concepts of human geography. Emphasis on such subjects as cultural origins and diffusion, perception, settlement forms and the relationship between humans, their culture and the physical environment. **Three hours per week. Meets General Education IIB.**

203. ECONOMIC GEOGRAPHY 3 hours credit
Analysis of the locational factors explaining the geographic distribution of economic activity: rural and urban land use, cities, industry, transport and trade, economic development. **Three hours per week. Meets General Education IIB**

220. HUMANS AND THE ENVIRONMENT 4 hours credit
Interdisciplinary laboratory course in conjunction with the departments of Biology and Chemistry designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. Cannot be repeated for credit in the Biology or Chemistry departments; cannot be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week.**

301. WORLD REGIONS 3 hours credit
Examination of contemporary patterns of life in selected areas of the world from a regional viewpoint. Attention given to the physical environment, resource use, economic activities, demographic and sociocultural characteristics and regional problems. **Prerequisite:** GEOG 100 or 105 or consent of instructor. **Three hours per week. Meets General Education IIB.**

302. GEOGRAPHY OF THE UNITED STATES AND CANADA 3 hours credit
Analysis of contemporary patterns of American and Canadian life from a regional perspective. Major topics include the physical environment, resource and land use, economic activities, demographic and sociocultural characteristics, and regional problems. **Prerequisite:** GEOG 100 or 105 or consent of instructor. **Three hours per week.**

308. PRINCIPLES OF PLANNING 3 hours credit
Analysis of the theory and practice of planning at various spatial levels (local, regional, state and federal). Emphasis on planning processes, responsibilities of professional planners, and detailed examination of contemporary issues like control of sprawl and coastal zone management. Cannot receive credit for both GEOG 208 and GEOG 308. **Prerequisite:** Junior standing or consent of instructor. **Three hours per week.**

310. REGIONAL GEOGRAPHY OF EUROPE 3 hours credit
Regional analysis of contemporary geographic patterns of Europe. Emphasis on physical, economic and political patterns and regional problems. **Prerequisite:** GEOG 100 or 105 or consent of instructor. **Three hours per week.**

399. INTERNATIONAL FIELD STUDY 3-6 hours credit
On-site study of the geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Consent of instructor.

402. ENVIRONMENTAL PLANNING 3 hours credit
Translation of responsible environmental policies and principles into practical land-use regulations and local and regional planning tools. Emphasis on the landscape and land-use dimensions of environmental planning. **Prerequisite:** GEOG 308 or consent of instructor. **Three hours per week including three one-day field trips.**

404. RURAL SETTLEMENT AND LAND USE 3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

406. REGIONAL PLANNING 3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

408. URBAN PLANNING 3 hours credit
Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOG 308 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. Cannot be used to satisfy requirements for the major. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.** *(P/F)*

499. GEOGRAPHY HONORS 6 hours credit
Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript.

Geography - Methodology (GEOG)

200. APPLICATIONS IN GEOGRAPHIC INFORMATION SYSTEMS 3 hours credit
Introduction to the current practices in GIS, focusing on their application in the sciences, the development of public policy and business. Basic theory and practice is supported by hands-on experience with major desktop GIS software packages such as ArcView and MapInfo. **Prerequisites:** Sophomore standing and consent of instructor. **Two hours lecture, two hours laboratory per week.**

204. SPATIAL ANALYSIS 4 hours credit
Introduction to the basic principles of quantitative analysis in geography. Emphasis on the geographic applications of various techniques rather than on the underlying statistical theory. **Prerequisites:** Completion of departmental math requirement or consent of instructor. **Four hours per week.**

318. LOCAL FIELD COURSE 3 hours credit
Familiarizes students with some of the basic field techniques of geography. Land use field studies and mapping of the rural and urban areas of eastern Maryland scheduled for Sundays. **Prerequisite:** Twelve hours in geography or consent of instructor. **Four hours per week including five one-day field trips.**

319. GEOGRAPHIC INFORMATION SYSTEMS 4 hours credit
Study of automated information handling using geographically referenced data to support spatial analysis. Consideration of and experience in the collection, storage and display of computer manipulated data. Includes hands-on experience with a variety of commercial software GIS packages. **Prerequisites:** COSC 116 or equivalent, nine hours in geography or consent of instructor. **Three hours lecture, one two-hour laboratory per week.**

320. CARTOGRAPHIC VISUALIZATION 3 hours credit
Theory and application of cartographic principles and practices to advanced cartographic design. Lectures emphasize theory and principles. Laboratory provides practical experience in designing maps. **Prerequisite:** GEOG 200 or 319 or consent of instructor. **Two hours lecture and one two hour lab per week.**

321. REMOTE SENSING OF THE ENVIRONMENT 3 hours credit
Analysis of satellite imagery of the earth's surface. Includes techniques necessary for collection, storage and processing of digital images to analyze environmental problems. **Prerequisite:** Twelve hours in geography or consent of instructor. **Two hours lecture, one two-hour laboratory per week.**

335. COMPUTER CARTOGRAPHY 3 hours credit
Theory and application of computer graphics to cartography. Emphasis on writing programs which produce computer-generated maps and which apply computer graphics to the solution of geographic problems. **Prerequisites:** GEOG 320, COSC 116, or consent of instructor. **Three hours per week.**

414. RESEARCH AND WRITING 3 hours credit
Development of research methods in geography. Topics include formulation of problems, establishment of hypotheses, development of structures for testing hypotheses and practice with forms of geographic presentation. Maps, numerical and field methods are used. Cannot receive credit for both GEOG 300 and GEOG 414. **Prerequisites:** Twelve hours of geography, including completion of GEOG 204 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on the student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

419. ADVANCED GEOGRAPHIC INFORMATION SYSTEMS 4 hours credit
Study of current theories and development trends in GIS technology. Emphasis on hands-on working knowledge utilizing ARC/INFO software. **Prerequisite:** COSC 120 and GEOG 319 or consent of instructor. **Three one-hour lectures, one two-hour laboratory per week.**

422. READINGS IN GEOGRAPHY 3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit
Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. Cannot be used to satisfy requirements for the major. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.** *(P/F)*

475. FIELD PROBLEMS IN GEOGRAPHY 3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor.

Geography - Physical (GEOG)

104. EARTH AND SPACE SCIENCE 4 hours credit
An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. Students can not receive credit for both GEOG 104 and GEOG 105. **Prerequisite:** Intended for elementary education majors. **Three hours lecture and one two-hour lab per week. Meets General Education IIIA or IIIB.**

105. INTRODUCTION TO PHYSICAL GEOGRAPHY 4 hours credit
Introduction to the variable physical character of the earth. Treatment of weather, climate, soil, vegetation, landforms and oceanic circulation with emphasis on processes, interrelationships and distributional patterns. **Three hours lecture, one two-hour laboratory per week. Meets General Education IIIA or IIIB.**

107. WEATHER AND HUMAN AFFAIRS 3 hours credit
Comprehensive introduction to weather and its effects on our everyday lives. Influence of human activity on the atmosphere: acid rain, ozone depletion, global warming, nuclear winter. **Three hours per week. Meets General Education IIIB.**

201. PHYSICAL GEOGRAPHY/WEATHER AND CLIMATE 4 hours credit
Examination of weather and climate with emphasis on processes and distributional patterns. Interrelationships between climatic controls stressed. **Three hours lecture, one two-hour laboratory per week. Meets General Education IIIA or IIIB.**

401. SOIL, WATER AND ENVIRONMENT 3 hours credit
Study of the role of soil and water in the physical environment and practices used in analyzing and managing these resources. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOL 103 or 105 or consent of instructor. **Two one-hour lectures; one two-hour laboratory or one field trip per week.**

403. ENVIRONMENTAL HAZARDS 3 hours credit
Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. **Prerequisite:** Six hours of geography or consent of instructor. **Three hours per week.**

410. METEOROLOGY 3 hours credit
Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

411. GEOMORPHOLOGY 3 hours credit
The scientific study of landscapes and the forces that shape them. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOL 103 or consent of instructor. **Three hours per week; optional field trips.**

413. APPLIED CLIMATOLOGY 3 hours credit
Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. May be offered for undergraduate or graduate credit. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit
Permits in-depth study of selected topics to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit
Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.** *(P/F)*

499. GEOGRAPHY HONORS 6 hours credit
Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript.

504. SEMINAR: PHYSICAL GEOGRAPHY 3 hours credit
Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY 3 hours credit
Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under departmental direction.

Geology (GEOL)

103. INTRODUCTION TO PHYSICAL GEOLOGY 4 hours credit
Introduction to the nature and character of the Earth's crust and the geological processes that generate and shape landform features. Topics include minerals, rocks, earth structure and plate tectonics, geological processes and associated landforms. **Three one-hour lectures and one two-hour labora-tory per week. Meets General Education IIIA or IIIB.**

German (GERM)

101. ELEMENTARY GERMAN I 3 hours credit
Beginning spoken and written German with emphasis on the sound system and the basic structures of the language. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY GERMAN II 3 hours credit
Continued skill development in spoken and written German with further study of major structures. **Prerequisite:** GERM 101 or at least one year of high school German. **Three hours per week. Meets General Education IB.**

105. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in GERM 101. **Prerequisite:** Registration in GERM 101 or permission of department chair. **Two hours per week.**

106. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 102. **Prerequisite:** Registration in GERM 102 or permission of department chair. **Two hours per week.**

201. INTERMEDIATE GERMAN 3 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Prerequisite:** GERM 102 or at least two years of high school German. **Three hours per week. Meets General Education IB.**

202. INTERMEDIATE AND APPLIED GERMAN **3 hours credit**
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Prerequisite:** GERM 201 or at least three years of high school German. **Three hours per week. Meets General Education IB.**

205. OPTIONAL PRACTICUM CREDIT **1 hour credit**
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 201. **Prerequisite:** Registration in GERM 201 or permission of department chair. **Two hours per week.**

206. OPTIONAL PRACTICUM CREDIT **1 hour credit**
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 202. **Prerequisite:** Registration in GERM 202 or permission of department chair. **Two hours per week.**

310. ORAL AND WRITTEN COMPOSITION **3 hours credit**
Develops facility to sustain oral and written discussion in German. Students practice the basic patterns of German syntax and develop vocabulary by preparing frequent oral and written compositions. **Prerequisite:** GERM 202 or equivalent experience. **Three hours per week.**

312. GERMAN CONVERSATION **3 hours credit**
Develops confidence and correctness in spoken German through practice in pronunciation, dialogues, discussions and oral reports and presentations. **Prerequisite:** GERM 202 or equivalent experience. **Three hours per week.**

350. GERMAN SHORT STORIES **3 hours credit**
Survey of the German short story (Deutsche Novelle) from the 18th century to the present (in translation). A study of this new form of German fiction from its inception in the 18th century through the 20th. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

405. SPECIAL PROBLEMS IN GERMAN **1-3 hours credit**
Individual study of special areas in German linguistics, literature or culture with the advice and direction from a member of the department. May be repeated with new content. **Prerequisite:** GERM 202 or equivalent experience and consent of department chair.

Health (HLTH)

101. BASIC HEALTH **3 hours credit**
Factors involved in maintaining and improving personal health; analysis of individual health problems. **Two hours per week.**

102. FIRST AID AND SAFETY **1 hour credit**
Introduction to basic information and skills required to administer care in emergency situations. Students may be certified in community CPR and first aid by the American Red Cross. Cannot receive credit for both HLTH 102 and 201. **Two hours per week.**

225. HEALTH BEHAVIOR **3 hours credit**
Studies the effects of attitudes, emotions and perceptions on health behavior. Major topics include psychoneuroimmunology, the influence of emotions, social support, personality styles, spirituality, locus of control, self-esteem and perception of health. **Prerequisite:** HLTH 101 or consent of instructor. **Three hours per week.**

350. ASSESSMENT AND EVALUATION OF HEALTH PROGRAMS **3 hours credit**
Provides practical strategies for needs assessments for health education and promotion activities. Designed to inform students of individual and group dynamic assessments as well as single-step and multi-step surveys. **Prerequisite:** HLTH 225. **Three hours per week.**

401. COMMUNITY HEALTH **3 hours credit**
Study of the factors involved in improving public health, including a survey of community health problems and resources and the role of the teacher in community health. May be offered for undergraduate or graduate credit. **Three hours per week.**

410. STRESS AND STRESS MANAGEMENT **3 hours credit**
Provides an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal and relaxation training. Useful for personal growth and professional application. May be offered for undergraduate or graduate credit. **Prerequisites:** BIOL 215, 216. **Three hours per week.** *(fall semester only)*

435. ADMINISTRATION AND EVALUATION OF HEALTH AND FITNESS PROGRAMS **3 hours credit**
Examines the program planning, implementation and evaluation process for health and fitness programs. Students will review health promotion models, needs assessment evaluation techniques and marketing strategies. May not receive credit for both PHEC 435 and HLTH 435. **Prerequisite:** PHEC 332. **Three hours per week.**

History (HIST)

101, 102. WORLD CIVILIZATIONS **3 hours credit each**
Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. **Three hours per week. Meets General Education IIA.**

201, 202. HISTORY OF THE UNITED STATES **3 hours credit each**
Survey of the political, economic, social and cultural factors that have shaped the pattern of life in the United States. Particular problems examined in the light of their sources and historical development. HIST 201 goes through 1865 and HIST 202 from 1865 to the present. **Three hours per week. Meets General Education IIB.**

210. INTRODUCTION TO WORLD RELIGIONS **3 hours credit**
Introductory survey of the historical development of world religions. Specific examples drawn from such diverse cultural traditions as ancient Babylonian, Judeo-Christian, imperial Chinese and modern American religious movements. Fertility gods and spirits of nature, augury, omens, possession and prophecy are among the topics analyzed. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

213. INTRODUCTION TO GENDER STUDIES **3 hours credit**
Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for IDIS 213. **Prerequisites:** HIST 102. **Three hours lecture per week. Meets General Education IIB.**

215. TOPICS IN HISTORY **3 hours credit**
Historical study of particular periods; groups; economic, intellectual and/or social movements; and institutions. May be taken twice under different course titles recorded with the registrar. **Three hours per week. Meets General Education IIB.**

225. HOLOCAUST: THE EXTERMINATION OF THE EUROPEAN JEWS **3 hours credit**
Examination of European anti-Semitism from its origins to its culmination in the Holocaust; major emphasis on the treatment of Jews by Nazi Germany and on the reaction of Jews and the outside world to this treatment. **Three hours per week. Meets General Education IIB.**

300. THE HISTORIC ARCHAEOLOGY OF MARYLAND'S EASTERN SHORE **3 hours credit**
Introduction to the theory and methodology of historic archaeology. Interdependence of documentary and archaeological evidence stressed. Examines material culture of the period 1600-1850 for the lower Eastern Shore region and relates developments within the region to the general themes influencing the Anglo-American community as a whole. **Three hours per week. Meets General Education IIB.**

301. HISTORY OF AMERICAN BUILDINGS **3 hours credit**
Survey of the history of American building traditions, considering construction, form and style in historical, social, economic and cultural contexts. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

302. COLONIAL AND REVOLUTIONARY AMERICA (1607-1783) **3 hours credit**
Detailed study of foundations of American civilization. Economic, political, social, cultural and religious factors are emphasized. Consideration of English policy and the revolution are included. **Three hours per week. Meets General Education IIB.**

306. THE EMERGENCE OF A NEW NATION: U.S. (1789-1860) **3 hours credit**
Covers such topics as the new government and its policies, nationalism and economic expansion, the common man and the new democracy, social ferment and reform movements, Manifest Destiny, wars and sectional crises. **Prerequisites:** HIST 201, 202. **Three hours per week. Meets General Education IIB.**

308. SECTIONAL CONFLICT AND CIVIL WAR **3 hours credit**
Study of the origins, development and outcome of the struggle between the North and South to the end of the Civil War. Emphasis on the clash of national and sectional interests and the course of the military conflict to its conclusion. **Three hours per week. Meets General Education IIB.**

309. RECONSTRUCTION AND GILDED AGE **3 hours credit**
Study of the policies and application of presidential and congressional reconstruction; examination of the influence of the post-Civil War industrial boom on politics and society. **Three hours per week. Meets General Education IIB.**

310. HISTORY OF ENGLAND TO 1702 **3 hours credit**
Survey of England from Roman times through the reign of William and Mary emphasizing political, legal, economic, social and cultural institutions and trends. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

311. HISTORY OF ENGLAND AND GREAT BRITAIN, 1702 TO THE PRESENT **3 hours credit**
Survey of England and Great Britain from the reign of Queen Anne to the present, emphasizing institutional growth and development, the expansion of the empire and Britain's rise to a major world power. **Prerequisite:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

312. HISTORY OF IRELAND IN MODERN TIMES **3 hours credit**
Introduction to the cultural, political, economic and social growth and problems in Ireland since circa 1500. Emphasis is on the development of Ireland's nationalism, separate and distinct from Great Britain with which it was entwined and involved for so many generations. Attention focuses on the history and problems in Northern Ireland and its position in the United Kingdom. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

318. HISTORY OF THE ANCIENT NEAR EAST **3 hours credit**
Survey of social, political and religious institutions of the ancient Mesopotamian civilizations of the Sumerians, Babylonians, Hebrews, Assyrians, Hittites and Dynastic Egypt, with emphasis on cultural contributions. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

319. ROMAN HISTORY **3 hours credit**
Portrays the rise of Rome from city-state to empire. Emphasis on social and cultural achievements from eighth century B.C. to fourth century A.D. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

320. HISTORY OF THE EARLY CHRISTIAN CHURCH **3 hours credit**
Traces the history of Christianity from its origins in Jerusalem to its full organization in the reign of the emperor Justinian. Focus on the rise of episcopal authority, the origins and popular appeal of monasticism and the early papacy. Includes selections from the New Testament, the church fathers of the East and Saint Augustine. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

321. HISTORY OF MEDIEVAL EUROPE **3 hours credit**
Survey of culture and institutions of eastern and western Europe from the Age of Constantine to the end of the Hundred Years' War and the fall of Constantinople to the Turks. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

322. RENAISSANCE TO REVOLUTION (1450-1815) **3 hours credit**
European developments from the Age of Exploration through the French Revolution, emphasizing the development of early nationalism, absolutism, colonialism, capitalism, the middle classes, religious wars, cultural change and scientific thought. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

323. EUROPE IN THE NINETEENTH CENTURY **3 hours credit**
Analysis of developments from the time of Napoleon to 1900 with emphasis on the industrial revolution and imperialism. Considers reorganization of the European state system and origins of the great ideological conflicts. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

324. GERMAN HISTORY SINCE 1815 **3 hours credit**
History of German-speaking Europe from the Napoleonic period to the present concentrating on the problems of German nationalism within the framework of modern European society. Social, economic and cultural developments also emphasized. **Prerequisites:** HIST 101 and 102. **Three hours per week. Meets General Education IIB.**

325. HISTORY OF EUROPEAN REVOLUTIONS SINCE 1815 **3 hours credit**
Examination of representative revolutions since the time of

Napoleon. Assesses the influence of the French revolution on 19th century uprisings; explores the changed character of revolutions in the 20th century; attempts to construct a revolutionary model. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

326. THE FRENCH REVOLUTION AND NAPOLEON, 1789-1815 3 hours credit
Study of the French Revolution and the Napoleonic period. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

327. THE HABSBURG EMPIRE, 1740-1918 3 hours credit
Examination of the Habsburg lands and peoples emphasizing the political, cultural, economic, dynastic and ethnic problems of the monarchy. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

330. PROSEMINAR IN HISTORY 3 hours credit
Survey of selected historians and their philosophies of history. Guides students in the preparation of a formal research paper using primary and secondary sources. Required of history majors; may be taken by any student who has satisfactorily completed HIST 101, 102 and 201 or 202. **Three hours per week. Meets General Education IIB.**

332. NATIONAL HISTORY OF MEXICO 3 hours credit
Development of the Mexican nation with special attention to the war for independence, Caudillo government, reform movement, the dictatorship of Porfirio Diaz and the Revolution of 1910. United States-Mexican diplomatic relations examined. **Three hours per week. Meets General Education IIB.**

333. THE ABC POWERS 3 hours credit
Study of the three South American powers—Argentina, Brazil and Chile—with special emphasis on their constitutional development. Close review of their relationships with the United States. **Three hours per week. Meets General Education IIB.**

334. LATIN AMERICAN INSTITUTIONS 3 hours credit
Study of the major institutions developed in Latin America during the colonial and national periods. **Three hours per week. Meets General Education IIB.**

340. HISTORY OF AFRICA TO 1870 3 hours credit
Development of indigenous political and social institutions leading to the formation of states and empires. The slave trade and the onset of European imperialism emphasized. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

341. HISTORY OF AFRICA: 1870-PRESENT 3 hours credit
Emphasizes the history and politics of imperialism from the "scramble" for Africa to decolonization. Emphasis on the interaction of African and European institutions. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

350. THE MIDDLE EAST TO 1800 3 hours credit
Survey of the political, social and economical history of the Middle East from the rule of Islam to the 19th century. Emphasis on the rise and decline of the Arab Caliphates, Persia and the Ottomans. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

355. THE MIDDLE EAST SINCE 1800 3 hours credit
History of the strategic region from the beginnings of nationalism through the fall of the Ottoman Empire to the current existence of independent states. Emphasis on the historical understanding of the modern situation. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

362. CHINESE CIVILIZATION 3 hours credit
Chinese civilization from its origins in the Bronze Age to the rise of nationalism and communism in the 20th century. Attention divided equally between political and cultural history, emphasizing the development of traditional institutions in Chinese society, as well as art, literature, religion and philosophy. **Three hours per week. Meets General Education IIB.**

363. JAPANESE CIVILIZATION 3 hours credit
Japanese culture and political development from the Familial Age to the present. Equal emphasis on politics, economics, art and architecture, drama and literature, philosophy, and religion as persistent and evolving traditions. **Three hours per week. Meets General Education IIB.**

364. MODERN JAPAN 3 hours credit
Economic, social, cultural and political study of the evolution of Japan from a traditional, isolated and closed society to a Westernized superpower. Emphasis on the 19th and 20th centuries. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

370. GREEK HISTORY 3 hours credit
Historical survey of classical Greek civilization, including political, socioeconomic and religious institutions. Particular emphasis on cultural and artistic aspects of Hellenic civilization. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

371. INTRODUCTION TO CLASSICAL MYTHOLOGY 3 hours credit
Introduces the student to major figures in classical Greek and Roman mythology and demonstrates the interconnectedness of classical mythology and history from ancient times until the present. A general knowledge of classical mythology is indispensable for an understanding of social and political history of both the ancient and modern worlds. Also, without this knowledge, much of literature and art, past and present, would remain unintelligible. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

375. TOPICS IN AMERICAN STUDIES 3 hours credit
Historical study of a particular aspect of American society and culture. May be taken twice under different course titles recorded with the registrar. **Three hours per week. Meets General Education IIB.**

376. VIOLENCE AND NONVIOLENCE IN AMERICA 3 hours credit
Explores the paradoxical history of violence and nonviolence in America through lectures, readings and films. **Prerequisite:** HIST 101, 102. **Three hours per week.**

377. WOMEN IN EARLY AMERICAN HISTORY 3 hours credit
Examines the role of women in U.S. history from Colonial times to 1890, with particular attention to the family and to traditional politics, economic and cultural institutions. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

378. WOMEN IN MODERN AMERICA 3 hours credit
Charts the course of the women's movement in 20th-century America, examining the relationship between organized feminism and changes in public and private lives of women from different class, racial and ethnic backgrounds. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

379. WOMEN AND FAMILY IN EUROPE AND THE UNITED STATES 3 hours credit
Explores a variety of themes in the history of women and the family during the 19th and 20th centuries. Themes studied include women and religion, middle-class female values, the working-class experience, feminism, and gender roles in various political and cultural contexts. **Prerequisite:** HIST 102. **Three hours lecture per week. Meets General Education IIB.**

380. THE AMERICAN MILITARY EXPERIENCE 3 hours credit
Military history enables students to understand better the role played by the armed forces in American society today through a study of the origins and development of military institutions, traditions and practices in the United States, 1775 to the present. **Three hours per week. Meets General Education IIB.**

382. AMERICAN RELIGIOUS HISTORY 3 hours credit
Survey of religious developments in America from pre-European settlement to the 20th century. Special attention to relationships among social, cultural and religious changes. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

383. HISTORY OF AMERICAN ENTERPRISE 3 hours credit
Study of the development of the American entrepreneurial spirit and its influence on culture, society and politics from the European heritage to the present. **Three hours per week. Meets General Education IIB.**

384. NATIVE AMERICAN HISTORY 3 hours credit
Explores Native American history before contact with Europeans, through struggles with the emerging new nation, forced reservations and Indian activism, to current status of tribal members. Examines the political, economic, social and cultural aspects of Native Americans. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

386. AMERICAN WILDERNESS EXPERIENCE 3 hours credit
Study of historical factors that contributed to attitudes toward wilderness and preservation efforts. Particular emphasis on American thought with special attention to Thoreau, Cole, Muir and Leopold. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

387. RACISM AND DISCRIMINATION 3 hours credit
Multiperspective historical examination of the nature, origins and growth of racism and discrimination in America, with particular emphasis on the 20th century. **Prerequisites:** HIST 201, 202. **Three hours per week.**

388. CIVIL RIGHTS IN AMERICAN HISTORY 3 hours credit
History of civil rights in America from the colonial period to the present; emphasis on the application of civil rights legislation to African-Americans and Indians and expansion to include women and others. **Prerequisites:** HIST 201, 202. **Three hours per week.**

389. ENVIRONMENTAL HISTORY 3 hours credit
History of rural and urban land use. Topics include the rise of the public lands movement and environmentalism in the United States, the history of ecology and the cultural roots of the modern environmental crisis. **Prerequisite:** HIST 101 and 102. **Three hours per week. Meets General Education IIB.**

390. STUDIES IN WESTERN EUROPE 3 hours credit
Focused study on particular periods, places, trends or problems in Western Europe. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

395. MATERIAL CULTURE STUDIES IN AMERICAN HISTORY 3 hours credit
Introduction to the specialized study of the American past through examination of cultural artifacts and documents relating to them. **Prerequisite:** HIST 201. **Three hours per week.**

399. INTERNATIONAL FIELD STUDY 3-6 hours credit
On-site study of the geography, history and culture of selected countries. Work in the field preceded by pre-tour lectures. May be taken twice for credit under different subtitles. **Prerequisite:** Consent of instructor. **Meets General Education IIB.**

400. HISTORY OF MARYLAND 3 hours credit
Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

401. HISTORY OF U.S. FOREIGN RELATIONS 3 hours credit
Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 201, 202. **Three hours per week.**

405. THE UNITED STATES IN THE TWENTIETH CENTURY I 3 hours credit
Populism to 1932. Study of the political, economic, intellectual and social problems attending America's rise to world power late in the 19th century, involvement in World War I, the changes attending that conflict and the problems of the 1920s. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 201, 202. **Three hours per week.**

406. THE UNITED STATES IN THE TWENTIETH CENTURY II 3 hours credit
F.D. Roosevelt to the present. Study of the efforts of the United States to resolve the complex problems of the 1930s intensified by the Great Depression, its involvement in World War II and struggles to maintain peace in the postwar world. May be offered for undergraduate or graduate credit. **Pre-requisites:** HIST 201, 202. **Three hours per week.**

407. THE WESTWARD MOVEMENT 3 hours credit
Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

408. HISTORY OF THE SOUTH 3 hours credit
History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I and II 3 hours credit each
Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

415 HISTORY AND FILM 3 hours credit
Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 101, 102. **Three hours per week. Meets General Education requirement II-B.**

417. HISTORY OF SCIENCE AND TECHNOLOGY 3 hours credit
Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

421. EUROPE IN THE TWENTIETH CENTURY WORLD 3 hours credit
Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

423. IMPERIAL RUSSIA 3 hours credit
Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

424. MODERN RUSSIA 3 hours credit
Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

430. READINGS IN HISTORY 3 hours credit
Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles recorded with the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** Permission of department chair. **Three hours per week. Meets General Education IIB.**

435. SENIOR THESIS 3 hours credit
Individual research and preparation of a thesis by history majors. Topic to be approved by department chair. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY 3 hours credit
Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

445. AFRICAN-AMERICAN HISTORY 3 hours credit
Study of the life and role of the African-American from the colonial period to the present. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

446. READINGS IN AFRICAN-AMERICAN HISTORY 3 hours credit
Introduction to past and current literature on African-Americans from 1619 to the present. Students critique, evaluate and discuss readings that depict various facets of the African experience in America. **Prerequisite:** HIST 202. **Three hours per week.**

451. WORLD WAR I 3 hours credit
Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. Cannot receive credit for both HIST 381 and HIST 451. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

452. THE SECOND WORLD WAR: A GLOBAL HISTORY 3 hours credit
The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 101 and 102. **Three hours per week. Meets General Education requirement II-B.**

453. THE COLD WAR: A GLOBAL HISTORY 3 hours credit
After 1945 the fierce rivalry between the United States and the Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the United States, Europe and the developing world. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 101, 102. **Three hours per week. Meets General Education requirement II-B.**

460. HISTORY OF CHINA SINCE 1800 3 hours credit
The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

470. HISTORY OF THE EARLY ROMAN EMPIRE 3 hours credit
Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY 3 hours credit
Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. May be offered for undergraduate or graduate credit. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

474. HISTORY OF ANCIENT EGYPT 3 hours credit
Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

478. ANCIENT MILITARY HISTORY 3 hours credit
Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. May be offered for undergraduate or graduate credit. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education requirement II-B.**

480. MUSEUM STUDIES 3 hours credit
Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the consent of the instructor. May be offered for undergraduate or graduate credit. **Prerequisite:** Written approval of department chair to register. **Three hours per week. Meets General Education IIB.**

490. STUDIES IN HISTORY 3 hours credit
Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles recorded with the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department chair. **Three hours per week. Meets General Education IIB.**

499. HONORS 3 hours credit
Independent study, research and conferences undertaken by history majors for departmental honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 21 hours of coursework in history including HIST 330, minimum 3.5 average in history.

501. METHODS OF HISTORICAL RESEARCH 3 hours credit
This course aims to familiarize students with the vast original documentation relating to the lower Delmarva peninsula. Students will examine first hand each type of original record available at the Research Center to understand what sort of social, political, educational, economic, religious, or cultural material(s) might ordinarily be included in that record type. Students will also familiarize themselves with the 17th and 18th century language and handwriting, which is often like learning to read a foreign language because of the peculiarities of words and penmanship, but which is, at the same time, crucial to an understanding of the documents of those times. Finally, once students have mastered the mechanics of the original records, they will begin the process of research, leading to interpretation of the records. Research will be undertaken with the idea of creating a more complete picture of what life was like during the century after the initial settlement of the Lower Eastern Shore area. **Three hours per week.**

502. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA 3 hours credit
A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN 19TH CENTURY AMERICA 3 hourscredit
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN EUROPEAN HISTORY 3 hours credit
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR: MARYLAND HISTORY 3 hours credit
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

506. SEMINAR IN 20TH CENTURY AMERICA 3 hours credit
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

507. SEMINAR IN CHESAPEAKE AND MIDDLE ATLANTIC HISTORY 3 hours credit
Reading seminar offered as an integral part of a series of seminars relating a variety of facets of Chesapeake history. This seminar places the Delmarva area within the broader context of the Middle Atlantic community (i.e., the provinces of Maryland, Virginia, Delaware, New Jersey, Pennsylvania and New York). Comparative studies will demonstrate how the Chesapeake area developed in similar or contrasting ways to her sister areas in regard to economic, social, cultural, religious, and political institutions. The goal of the seminar is to obtain a clearer understanding of the Chesapeake area (and Delmarva). **Three hours per week.**

508. SEMINAR IN AMERICAN DIPLOMACY 3 hours credit
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

509. STUDIES IN EARLY DELMARVA 3 hours credit
This research seminar examines life in Delmarva during a specific period of time as a way of familiarizing students with a microcosm of early colonial history. Using primary records of the Lower Eastern Shore, students will undertake research to create a more complete picture of what life was like after the early settlement of Delmarva. Students will look at the settlers, the settlement patterns, and will attempt to ascertain the sorts of social and familial networking which emerged in this coastal environment. Through an in-depth analysis, students will reconstruct the social and economic world which existed in the 17th and early 18th centuries on the Eastern Shore. **Three hours per week.**

510. SEMINAR IN LATIN AMERICAN HISTORY 3 hours credit
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

512. READING SEMINAR 3 hours credit
An extensive-intensive directed readings course on a topic selected by the instructor. It is intended to be an in-depth survey of a specific topic, as well as preparation for the written and oral examinations for the M.A. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under departmental supervision. **Three hours per week.**

531. THESIS 3 hours credit

Honors (HONR)

111. HONORS CORE I: CRITICAL THINKING AND WRITING 3 hours credit
Processes for developing and supporting beliefs with clear, unambiguous arguments and for evaluating the soundness of these arguments. Practice in reasoning, presentation of sound arguments in oral and written form, and analysis of the use of language to influence thought. Cannot receive credit for both IDIS III and HONR 111 **Prerequisite:** Admission to the Honors Program. **Three hours per week. Meets General Education IA for ENGL 101.**

112. HONORS CORE II: ISSUES IN THE SOCIAL SCIENCES 3 hours credit
Designed to introduce students to enduring and pertinent issues in the social sciences and to teach students ways of

reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what social scientists think, write and argue about, but how they do these things—their methods and underlying assumptions. Cannot receive credit for both IDIS 112 and HONR 112. **Prerequisite:** Admission to the Honors Program. **Three hours per week. Meets General Education IIB.**

211. HONORS CORE III: ISSUES IN THE HUMANITIES — 3 hours credit

Designed to introduce students to enduring and pertinent issues in the humanities and to teach them ways of reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what scholars think, write and argue about, but how they do these things—their methods and underlying assumptions. Cannot receive credit for both IDIS 211 and HONR 211. **Prerequisite:** Admission to the Honors Program. **Three hours per week. Meets General Education IB.**

212. HONORS CORE IV: ISSUES IN THE NATURAL SCIENCES 3 hours credit

Designed to introduce students to enduring and pertinent issues in the natural sciences and to teach them ways of reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what scientists think, write and argue about, but how they do these things—their methods and underlying assumptions. Cannot receive credit for both IDIS 212 and HONR 212. **Prerequisite:** Admission to the Honors Program. **Three hours per week. Meets General Education IIIB.**

311. HONORS INTERDISCIPLINARY SEMINAR 3 hours credit

Examines an interdisciplinary topic of broad scope and significance. Open to all Honors students; required for those intending to graduate with either Bellavance Honors or Bellavance Honors with Distinction. May be repeated under different topics. **Prerequisites:** Sophomore standing, permission of Honors director. **Three hours per week.**

312. JUNIOR YEAR HONORS RESEARCH/CREATIVE PROJECT 1 hour credit

Honors students intending to graduate with either Bellavance Honors or Bellavance Honors with Distinction will complete a research or creative project in a 300-400 level course of their choosing (does not have to be an honors course) in their junior year. Students will present research or creative project at one of the symposia available for such presentations. This one-credit, pass/fail course enables the honors director to monitor the progress of student work. **Prerequisites:** Admission to Honors Program. **One hour per week.** *(P/F)*

490. HONORS THESIS PREPARATION 1 hour credit

Taken in the semester preceding the writing of an Honors thesis. Students select a thesis mentor and committee, do preliminary research on their subject and write a prospectus approved by their thesis committee. Required for students intending to graduate with Bellavance Honors or Bellavance Honors with Distinction. **Prerequisite:** Completion of the Honors core curriculum. **One hour per week.** *(P/F)*

495. HONORS SENIOR THESIS 3 hours credit

Thesis in major field of study. Required for students intending to graduate Bellavance Honors or Bellavance Honors with Distinction. **Prerequisite:** IDIS 490. **Three hours per week.**

Interdisciplinary Studies (IDIS)

100. FRESHMAN SEMINAR 3 hours credit

Focus on themes, issues and questions of importance in the liberal arts and sciences. Students must co-register for three General Education courses designated as part of the General Education learning community. Meets the objectives of the college orientation seminar. May be repeated once for credit. **Three hours per week.**

213. INTRODUCTION TO GENDER STUDIES 3 hours credit

Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for HIST 213. **Prerequisite:** HIST 102. **Three hours lecture per week. Meets General Education IIB.**

250. COMPARATIVE RELIGIONS 3 hours credit

Comprehensive overview of major religious traditions, including Judaism, Islam, Christianity, Hinduism, Buddhism, Taoism and religions of the ancient world. Focus on structural concepts such as the experience of the sacred, the roles of myth and symbolic systems, cosmologies and definitions of the religious community. **Three hours per week.**

260. ENVIRONMENTAL PERSPECTIVES 3 hours credit

Survey of environmental issues in a wide range of disciplines. Team taught by two to three professors representing at least two of the following schools: the Fulton School, the Henson School and the Perdue School. The course covers one environmental topic in depth from the perspective of different disciplines. May be taken twice under different course topics recorded with the Registrar. **Three hours per week.**

278. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES 3 hours credit

Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IB requirements: IDIS 278 or 478. **Three hours per week. Meets General Education IB.**

279. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE 3 hours credit

Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the interaction of humans in the social world. Students may use only one of the following courses to satisfy General Education IIB requirements: IDIS 279 or 479. **Three hours per week. Meets General Education IB.**

280. SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES 1-6 hours credit

Interdisciplinary seminar with content varying semester to semester. May be repeated under different titles for a maximum of six hours. **One to six hours per week.**

285. INTRODUCTION TO THE CREATIVE ARTS 3 hours credit

Introduces the basic elements, principles, processes, materials, and inherent qualities of dance, music, theatre, and the visual arts. A team-teaching approach focuses on experiential learning and creativity. Students are required, as a class, to create an integrative arts performance project. **Three hours per week.**

300. SERVICE LEARNING SEMINAR 1 hour credit

Explores relationships between service and companion courses using a service learning model. Twenty hours of service and one hour seminar every other week. **Prerequisite:** Consent of instructor. **Two hours per week.**

424. CURRENT TOPICS IN CONFLICT 3 hours credit

In-depth, interdisciplinary examination of a current case of domestic or international conflict through investigation of its economic, sociocultural, political and historical roots, and exploration of the philosophical, political and sociocultural aspects of its resolution. **Prerequisites:** SOCI 225 or POSC 409, junior/senior class standing. **Three hours per week.**

478. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES 3 hours credit

Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IB requirements: IDIS 278 or 478. **Prerequisites:** Junior standing. **Three hours per week. Meets General Education IB.**

479. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE 3 hours credit

Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the interactions of humans in the social world. Students may use only one of the following courses to satisfy General Education IIB requirement: IDIS 279 or 479. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IB.**

480. INTERNSHIP IN ENVIRONMENTAL STUDIES 3-6 hours credit

Provides opportunities to apply theory, principles and knowledge within a practical experience in a local, state, federal or private organization. Major paper and journal required. **Prerequisite:** Written permission of environmental studies advisor. **Eight hours a week for 14 weeks or equivalent.**

485. WOMEN'S STUDIES/GENDER STUDIES INTERDISCIPLINARY CAPSTONE SEMINAR 3 hours credit

Examines the central issues and questions in women's studies/gender studies from a contemporary perspective. Addresses the constructs of masculinity and femininity in psychology, education, philosophy, history, English, sociology and art. Readings, lectures and discussion provide a theoretical framework for capstone projects in spring semester. **Pre-requisite:** Completion of 12 credits in the minor. **Three hours per week.**

497. UNDERGRADUATE RESEARCH 3 hours credit

Independent student research under the supervision of the Interdisciplinary Studies Coordinator. Students will have the opportunity to study a topic in depth and design their own research project to add to that area's body of knowledge. Specific topics are indicated on student transcripts. Public presentation required. **Prerequisite:** Junior standing, permission of Interdisciplinary Studies Coordinator. **Three hours per week.**

Latin (LATN)

101. ELEMENTARY LATIN I 3 hours credit

Introductory study of the Latin language with emphasis on basic structures including a history of Latin language from the classical period to medieval Latin. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY LATIN II 3 hours credit

Continuation of the beginning study of the Latin language with on-going emphasis on basic structures, translation and the history of the Latin language. **Prerequisite:** LATN 101 or at least one year of high school Latin. **Three hours per week. Meets General Education IB.**

Management Information Systems (ISMN)

111. BUSINESS MICROCOMPUTER USE 1 hour credit

Laboratory course that familiarizes students with current end-user software such as word processors, spreadsheets and databases. **Two hours per week.**

211. INFORMATION SYSTEMS CONCEPTS FOR MANAGEMENT 3 hours credit

Introduction to computer-based information systems. Emphasis on the support of organizational operations and management. Computer-based productivity tools used. Students may not receive credit for more than one of the following: ISMN 211, ISMN 370, BUAD 370. **Prerequisite:** ISMN 111. **Three hours per week.**

301. BUSINESS APPLICATIONS DEVELOPMENT 3 hours credit

Introduction to the development of business applications using software development languages and tools commonly used in industry. Topics include design and implementation of user interfaces, business process automation and data stores. **Prerequisite:** Majors: junior standing, admission to the professional program, ISMN 211. Others: junior standing, ISMN 211. **Three hours per week.**

338. SPECIAL TOPICS 3 hours credit

Advanced study of varying information systems topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for a MIS major elective. **Prerequisite:** Varies by topic. **Three hours per week.**

385. TELECOMMUNICATION SYSTEMS MANAGEMENT 3 hours credit

Concepts and characteristics of telecommunication systems including distributive networks, concentrators and multiplexors, remote terminals, modems and processors. Examination of control hardware and software systems. **Prerequisite:** Majors: junior standing, admission to the professional program, ISMN 211. Others: junior standing, ISMN 211. **Three hours per week.**

386. DATABASE MANAGEMENT SYSTEMS 3 hours credit

Study of the design, implementation and application of database management systems. Examination of several commercially available systems. **Prerequisite:** Majors: junior standing, admission to the professional program, ISMN 211. Others: junior standing, ISMN 211. **Three hours per week.**

395. ADVANCED MANAGEMENT SUPPORT SYSTEMS 3 hours credit

Study of computerized technologies developed to support managerial decision-making. Topics include decision support systems, expert systems, neural computing, artificial intelligence and integration of these technologies. **Prerequisite:** ISMN 211. **Three hours per week.**

455. ADVANCED MICROCOMPUTER APPLICATIONS IN BUSINESS 3 hours credit

Advanced study of microcomputer applications in business with extensive coverage of database management, decision support and operating systems and the use of standard business software. **Prerequisites:** ISMN 211. **Three hours per week.**

465. GLOBAL INFORMATION TECHNOLOGY MANAGEMENT 3 hours credit

Analysis of challenges facing business professionals in an increasingly global, technological environment. Emphasis on infrastructure, standards, regulations, and related technological and political issues. **Prerequisite:** ISMN 211. **Three hours per week.**

475. INFORMATION SYSTEMS ANALYSIS AND DESIGN 3 hours credit

Analysis of the methods and techniques for conducting a systems project with a goal of computerizing a particular business function. **Prerequisites:** ISMN 301, 385, 386. **Three hours per week.**

476. INFORMATION SYSTEMS DEVELOPMENT AND IMPLEMENTATION 3 hours credit

Design, implementation, and documentation of an information system. The development project is in the form of field-study or in-depth case-study. Successful completion of this course satisfies the ABLE requirement. **Prerequisite:** ISMN 475. **Three hours per week.**

480. SEMINAR IN MANAGEMENT INFORMATION SYSTEMS 3 hours credit

Study of major research findings, case studies and current issues relevant to management in the era of computer-based information systems and use of standard business software. **Prerequisites:** Junior MIS major. **Three hours per week.**

485. TELECOMMUNICATION SYSTEMS MANAGEMENT II: ADVANCED PC NETWORKING 3 hours credit

Advanced study of implementing, administering and troubleshooting PC networking that incorporates major network operating systems. Assists students working toward entry-level vendor certification in the category of major network operating systems and its management. **Prerequisite:** ISMN 385. **Three hours per week.**

490. MANAGEMENT INFORMATION SYSTEMS INTERNSHIP 3 hours credit

Professional work experience in information systems. Placement and approval by department chair required. May be used as substitute for major elective ISMN 476 with approval of department chair. **Prerequisite:** ISMN 301, 385, 386; consent of instructor prior to registration. **Three hours per week.**

494. DIRECTED STUDY IN MANAGEMENT INFORMATION SYSTEMS 1-3 hours credit

Intensive research or study of a selected topic in management information systems. May be used as an management information systems elective if approved by the department chair. May be repeated once for credit under different subtitles. **Prerequisites:** Junior standing and consent of instructor prior to registration.

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 hours credit

Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Mathematics (MATH)

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all math courses.

101. FINITE MATHEMATICS 3 hours credit

Introduction to functions, graphs, linear programming, probability, computing and additional topics as time permits. For students in the behavioral, biological, management and social sciences. Cannot receive credit for both MATH 110 and MATH 101. **Prerequisite:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

115. INTRODUCTION TO MATHEMATICAL MODELING 3 hours credit

Study of the fundamentals of mathematical modeling, including standard functions, qualitative aspects of graphs, rate of change, changing scales, finding perfect fits, looking for good fits and modeling activities. This course may be delivered over the Internet; students will be notified of this in the *Registration Bulletin*. In this case, interaction would primarily be via asynchronous discussions in threaded conference area, similar to an Internet newsgroup. Cannot receive credit for both MATH 165 and MATH 115. **Prerequisite:** High school Algebra II or MATH 102, high school college-prep science course. **Three hours per week. Meets General Education IIIB or IIIC.**

130. FUNDAMENTAL CONCEPTS I 3 hours credit

For prospective elementary school teachers, the course provides a thorough understanding of the mathematical concepts covered in grades one through eight. Moves through the mathematical content into the ability to explain the mathematical ideas and relationships. Emphasizes the ability to explain the concepts in everyday language appropriate for the listener, using correct vocabulary, and the ability to demonstrate these ideas using physical models and/or activities. Use of technology is required. Includes non-routine problem solving. Cannot receive credit for both MATH 103 and MATH 130. **Three hours per week each.**

140. COLLEGE ALGEBRA AND TRIGONOMETRY 4 hours credit

Applications-oriented college algebra and trigonometry course for students planning to study science or additional mathematics. Emphasizes computational, qualitative, visual and symbolic approaches. Topics include functions and graphs; exponential, logarithmic and trigonometric functions; and difference equations. Credit may not be received for more than one of the following: MATH 102, 118, 122, 140. **Prerequisite:** High school Algebra II and plane geometry. **Four hours per week. Meets General Education IIIB or IIIC.**

144. ENVIRONMENTAL MATHEMATICS 3 hours credit

Systems approach to environmental concepts and problems. A principal tool is the Odum diagrammatic systems language, translated into flow equations which are then implemented by computer models. **Prerequisite:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

155. MODERN STATISTICS WITH COMPUTER ANALYSIS 3 hours credit

Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. Credit may not be received for more than one: MATH 151, 155 or 213. **Prerequisite:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

160. INTRODUCTION TO APPLIED CALCULUS 3 hours credit

Introductory study of differential and integral calculus with emphasis on techniques and applications. For students in the biological, management, social and behavioral sciences. **Prerequisite:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

200. MATHEMATICS AND CULTURE 3 hours credit

Promotes appreciation of the beauty and structure of mathematics and its role in culture. Mathematical concepts are applied to societal and environmental issues and problems. **Prerequisite:** ENGL 101, high school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

201, 202. CALCULUS I, II 4 hours credit each

Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of the derivative, integrals, infinite series, applications and techniques of integration. MATH 202 is a continuation of 201. **Prerequisite:** Trigonometry and MATH 102 or equivalent. **Four hours per week each. Meet General Education IIIB or IIIC.**

210. INTRODUCTION TO DISCRETE MATHEMATICS 3 hours credit

Introduction to basic techniques and modes of reasoning for discrete problem solving. Set theory, recurrence relations, counting, graphs and lattices. **Prerequisites:** MATH 102 or equivalent. **Three hours per week. Meets General Education IIIB or IIIC.**

213. STATISTICAL THINKING 4 hours credit

Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use, and interpretation. Parametric and non parametric methods will be compared and contrasted throughout the course. May not be taken for credit if student has credit for MATH 151 or 155. **Prerequisite:** MATH 160 or 201. **Three hours lecture, two hours laboratory per week.**

230. FUNDAMENTAL CONCEPTS II 3 hours credit

Continuation of the process begun in MATH 130 of preparing prospective elementary school teachers to teach mathematics. As a capstone course, following MATH 130 and MATH 155 or 103, the course fosters a thorough understanding of fundamental mathematics. Like MATH 130, it emphasizes the ability to communicate this understanding effectively. Cannot receive credit for both MATH 104 and 230. **Prerequisites:** MATH 130 or 103 and 155. **Three hours per week.**

306. LINEAR ALGEBRA 3 hours credit

Basic concepts of vector spaces, linear transformations, matrices, determinants and systems of linear equations. **Prerequisite:** MATH 202. **Three hours per week.**

309. MATHEMATICAL PHYSICS 3 hours credit

Survey of the most important mathematical tools of classical physics. Topics include coordinate systems, complex algebra, matrix algebra, Fourier series and applications, differential equations (wave equation, Schrodinger's equation), and vector calculus (gradient, divergence, curl, Stokes' and Green's theorems). Credit may not be received for both MATH/PHYS 309. **Co-requisites:** PHYS 223, MATH 310. **Four hours lecture/activity per week.**

310. CALCULUS III 4 hours credit

Arc length, indeterminate forms, Euclidean spaces, functions of several variables, partial differentiation, multiple integrals. **Prerequisite:** MATH 202. **Four hours per week.**

311. DIFFERENTIAL EQUATIONS I 4 hours credit

Solutions of 1st and 2nd order equations and their applications: separable, exact, homogeneous, linear. Numerical and series solutions of ordinary and partial differential equations. **Prerequisite:** MATH 310. **Four hours per week.**

313. SURVEY DESIGN AND SAMPLING 3 hours credit

Peculiarities of sampling and inference commonly encountered in business, the social sciences and natural resources management. Methods for selecting the sample from an existing population and ways for circumventing various difficulties. **Prerequisite:** Statistics course. **Three hours per week. Meets General Education IIIB or IIIC.**

314. INTERMEDIATE APPLIED STATISTICS 3 hours credit

Optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Designs compared and contrasted for advantages and disadvantages. Introduces standard computer packages (SPSS, BMD, Minitab, etc.). **Prerequisite:** Statistics course. **Three hours per week. Meets General Education IIIB or IIIC.**

362. MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE 3 hours credit

Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed as COSC 362. **Prerequisite:** COSC 120, MATH 210. **Three hours per week.**

380. INTERNSHIP 3 hours credit

Students work under supervisors in a local firm or public institution in conjunction with an advisor from the math department. Cross-listed with COSC 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Pre-requisite:** Approval of department chair. **Eight-to-ten hours per week.** *(P/F)*

390. UNDERGRADUATE RESEARCH PROJECT 1-3 hours credit

Offers study of some area of the mathematical sciences in more depth than is possible in the usual classroom setting. Students work on a project under the direction of faculty members. **Prerequisite:** Department chair and research committee approval. *(P/F)*

402. THEORY OF NUMBERS 3 hours credit

Basic concepts: integers, prime numbers, divisibility, congruencies and residues. May be offered for undergraduate or graduate credit. **Prerequisite:** MATH 210 and/or 306 (both recommended). **Three hours per week. Meets General Education IIIB or IIIC.**

406. GEOMETRIC STRUCTURES 3 hours credit

Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. May be offered for undergraduate or graduate credit. **Prerequisite:** MATH 210. **Three hours per week. Meets General Education IIIB or IIIC.**

409. ADVANCED MATHEMATICAL PHYSICS 3 hours credit

Survey of the more advanced topics in mathematical physics. Topics include linear operators, complex variables, partial differential equations, Hilbert space and group theory and calculus of variations. **Prerequisites:** MATH 309, 311. **Three hours lecture per week.**

413. MATHEMATICAL STATISTICS I 3 hours credit

Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. May be offered for undergraduate or graduate credit. **Prerequisites:** MATH 213, 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II 3 hours credit

Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. May be offered for undergraduate or graduate credit. **Prerequisite:** MATH 413. **Three hours per week.**

441. ABSTRACT ALGEBRA I 3 hours credit

Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. May be offered for undergraduate or graduate credit. **Prerequisite:**

MATH 210 and/or 306 (both recommended). **Three hours per week. Meets General Education IIIB or IIIC.**

442. ABSTRACT ALGEBRA II 3 hours credit
Modern abstract algebra including such topics as rings, polynomials and fields. Other topics may include algebraic coding, Boolean algebras, symmetry and mathematical crystallography, applications of finite fields to computer science. **Prerequisite:** MATH 441. **Three hours per week.**

451. ANALYSIS I 3 hours credit
Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. May be offered for undergraduate or graduate credit. **Prerequisites:** MATH 202, 210. **Three hours per week.**

452. ANALYSIS II 3 hours credit
Modern abstract analysis including such topics as convergence of infinite series, sequences of functions, metric spaces, integration, topology of the real number system and continuity. **Prerequisite:** MATH 451. **Three hours per week.**

460. OPERATIONS RESEARCH 3 hours credit
Introduction to the fundamental problems of operations research. Topics include mathematical programming, network analysis, simulation, probabilistic decision models, queuing and inventory models. **Prerequisite or Co-requisite:** MATH 306. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS 3 hours credit
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. May be offered for undergraduate or graduate credit. **Prerequisite or Co-requisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS 3 hours credit
Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations, analysis of error. May be offered for undergraduate or graduate credit. **Prerequisite:** MATH 311, programming experience. **Three hours per week.**

475. INTRODUCTION TO DYNAMICS AND CHAOS 3 hours credit
Introduction to mathematical dynamics and chaos. Topics include orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimension, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics. **Prerequisite:** MATH 311. **Three hours per week.**

480. HISTORY OF MATHEMATICS 3 hours credit
Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. May be offered for undergraduate or graduate credit. **Pre-requisite:** MATH 202 or 210 (both recommended). **Three hours per week.**

482. COMPUTER GRAPHICS 3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with COSC 482. May not be taken for credit if student has credit for COSC 482. **Prerequisites:** COSC 120 and MATH 306. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles recorded by the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** (For most topics) MATH 306, 310. **Three hours per week.**

493. ADVANCED TOPICS IN STATISTICS 3 hours credit
Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles recorded by the registrar. **Prerequisites:** MATH 213 (or equivalent proficiency in statistics) and permission of instructor. May be offered for undergraduate or graduate credit. **Three hours per week.**

495. DIRECTED CONSULTING 4 hours credit
Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work and requires presentation of a written and oral report to the client organization and the department. Cross-listed with COSC 495. MATH/COSC 495 may be taken twice for a maximum of eight credit hours, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation by the department. **Four hours per week.** *(P/F)*

500. FOUNDATIONS OF NUMBER THEORY 3 hours credit
Designed for teachers of arithmetic, with emphasis on the development of the real number system in elementary number theory. Graduate credit only. **Prerequisite:** One course in college mathematics or consent of instructor. **Three hours per week.**

502. APPLIED STATISTICS 3 hours credit
The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. Graduate credit only. **Prerequisite:** A course in statistics (MATH 151). **Three hours per week.**

506. SELECTED TOPICS 3 hours credit
Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. Graduate credit only. **Prerequisite:** Approval of the department.

507. SEMINAR: ALGEBRA 3 hours credit
A seminar dealing with selected topics from line art and abstract algebra. A seminar paper is required. Graduate credit only. **Prerequisite:** Approval of the department.

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in Master of Education program under departmental supervision. Graduate credit only.

590. SPECIAL PROBLEMS IN MATHEMATICS 3 hours credit
Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. Graduate credit only. **Prerequisite:** Consent of instructor.

Clinical Laboratory Science/ Medical Technology (MDTC)

101. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY 1 hour credit
Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment, protective clothing and general first aid. Student may not earn credit for both MDTC 101 and BIOL 115. **One hour per week.**

201. MEDICAL PHYSIOLOGY 4 hours credit
Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. **Prerequisite:** General biology or BIOL 122. **Three hours lecture, two hours laboratory per week.**

300. PRINCIPLES OF CLINICAL LABORATORY SCIENCE 4 hours credit
Introduction to clinical laboratory science including use of laboratory equipment, safety, ethics, diagnostic and prognostic use of testing, specimen collection and handling, statistics, quality assurance and quality control, microscopy, particle counting techniques, components of blood, WBC differentiation, spectrophotometry, methods comparison, lab math, lab computerization, and professional communication methods. **Prerequisites:** CHEM 121, 122; BIOL 121, 122 or 215. **Three hours lecture, two hours lab per week.**

301. HEMATOLOGY I 4 hours credit
Hematopoiesis, red blood cell production and destruction, nonneoplastic leukocyte disorders and lupus erythematosus; blood cell metabolism and hemoglobin synthesis. Laboratory focuses on normal/abnormal patient differentiation using CBC, microscopic analysis and clinical correlations. **Prerequisite:** MDTC 300 and permission of instructor. **Three hours lecture, three hours laboratory per week.**

311. CLINICAL MICROBIOLOGY I 4 hours credit
Study of bacterial disease and diagnostic methods through review of bacterial physiology and biochemistry as related to lab identification protocols. Emphasizes bacterial isolation from anatomical sites in both compromised and normal hosts and studies antibiotics by modes of action and susceptibility patterns. **Prerequisite:** MDTC 300 and permission of instructor. **Three hours lecture, three hours laboratory per week.**

331. DIAGNOSTIC IMMUNOLOGY 4 hours credit
Basic biology and pathological disorders of the human system are reviewed. Presentation and performance of medical laboratory and techniques for clinical diagnosis utilizing immunochemical, molecular and automated techniques. **Prerequisite:** CHEM 121, 122, BIOL 121 and 122 or BIOL 215 and 216. **Three hours lecture and three hours lab per week.**

341. CLINICAL BIOCHEMISTRY I 5 hours credit
Clinical analytes assayed on a routine basis in the clinical chemistry laboratory. Normal physiology and change of analyte in disease are presented related to carbohydrate, protein and mineral metabolism, liver, cardiac and pancreatic function, enzymology, electrolyte and acid-base balance; blood gases; body fluid analysis; and evaluation of kidney function via chemical and microscopic methods. **Prerequisite:** BIOL 121 and 122, or 215 and 216 and MDTC 300. **Four hours lecture, three hours laboratory per week.**

401. HEMATOLOGY II 3 hours credit
Lymphomas, leukemias, myeloproliferative and myelodysplastic syndromes, plasma cell dyscrasias, special hematology procedures and hemostasis. Topics include cytochemical staining, coagulation assays, bleeding disorders and quality control. **Prerequisites:** MDTC 301, permission of instructor. **Two hours lecture, three hours laboratory per week.**

402. HEMATOLOGY III 3 hours credit
Advanced instruction and laboratory experience in hematology and coagulation. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the hematology laboratory. **Prerequisites:** MDTC 301, 401. **Five hours lecture, 35 hours laboratory per week.**

403. URINE AND BODY FLUID ANALYSIS 1 hour credit
Advanced study of the physical, chemical and microscopic analysis of urine and body fluids under the supervision of registered laboratory scientists in a clinical setting. Students apply knowledge of prerequisite coursework to daily operation to include instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisites:** MDTC 341 and consent of instructor. **Five hours lecture, 35 hours laboratory per week.**

411. CLINICAL MICROBIOLOGY II 4 hours credit
Study of human viral, fungal and parasitic pathogens. Emphasis on body sites where these pathogens cause disease and on microscopic, biochemical and molecular methods utilized to identify them. Parasitology includes life cycles with emphasis on human acquisition. **Prerequisites:** MDTC 311, permission of instructor. **Three hours lecture, three hours laboratory per week.**

412. CLINICAL MICROBIOLOGY III 3 hours credit
Advanced study of clinical microbiology conducted in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite courses to the operation of automated equipment, processing and interpretation of routine, fungal and mycobacterial cultures, antimicrobial susceptibility testing, virology, parasitology specimens and quality control. **Prerequisites:** MDTC 311, 411 and consent of instructor. **Five hours lecture, 35 hours laboratory per week.**

413. CLINICAL IMMUNOLOGY 1 hour credit
Advanced study of diagnostic immunology in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to problems of instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisites:** MDTC 331, 411 and consent of instructor. **Five hours lecture, 35 hours laboratory per week.**

431. INTRODUCTION TO TRANSFUSION SERVICES 3 hours credit
Lecture and laboratory related to the study of blood group antigens, antibodies and transfusion therapy. Topics include antigen typing, atypical antibody identification, donor screening and phlebotomy, component preparation and therapy, cell metabolism and preservation, HLA typing and paternity testing, quality control, hazards of transfusion and medicolegal issues. **Prerequisite:** MDTC 301, 331. **Two hours lecture, three hours laboratory per week.**

432. CLINICAL PRACTICE IN TRANSFUSION SERVICES 3 hours credit
Advanced instruction and laboratory experience in immunohematology. Lecture and laboratory conducted in a transfusion service under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of a transfusion service laboratory including component therapy, cellular antigen and antibody identification and compatibility testing, transfusion risks, and quality control. **Prerequisite:** MDTC 431. **Three hours lecture, 35 hours laboratory per week.**

441. CLINICAL BIOCHEMISTRY II 4 hours credit
Advanced clinical chemistry topics including immunochemistry, radioactivity, chromatography, toxicology, therapeutic drug monitoring, quality control and method evaluation. Emphasis related to human endocrinology, gastric and muscle function, genetic defects, vitamin and lipid metabolism. **Prerequisite:** MDTC 341. **Three hours lecture, three hours laboratory per week.**

442. AUTOMATED CLINICAL CHEMISTRY 2 hours credit
Advanced study of clinical chemistry, respiratory therapy and computer operations in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge from prerequisite courses to the operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal values as related to routine analyte pathology, assurance of accuracy and precision of laboratory data. **Prerequisites:** MDTC 341, 441. **Five hours lecture, 35 hours laboratory per week.**

443. SPECIAL CLINICAL CHEMISTRY 3 hours credit
Advanced instruction and laboratory experience in specialized clinical chemistry. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the clinical laboratory to include operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal laboratory data as related to pathology for analytes measured on a non-routine basis. Study of specialized procedures involving endocrinology and therapeutic drug monitoring. **Prerequisites:** MDTC 341, 441. **Five hours lecture, 35 hours laboratory per week.**

461. ORGANIZATION AND MANAGEMENT OF THE LABORATORY 2 hours credit
Lecture and practical applications of theories of management and administration to the organization of the clinical laboratory. A unit on education including educational theory, adult education and continuing education. Students prepare written reports on projects concerning these topics throughout the course. Topics include medicolegal issues, impacts of federal regulations on health care, and budget and finance. **Prerequisite:** Permission of instructor. **Two hours lecture.**

471. CLINICAL SEMINAR 1 hour credit
Case studies and examples of "classes" of disease that exemplify the "total" laboratory picture for the student. Physician lectures as well as interdisciplinary and clinical conferences. **Prerequisite:** Permission of instructor. **One hour lecture per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Intensive study in a specific area of medical laboratory technology negotiated between student and faculty member. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Permission of instructor. **Lecture, laboratory hours per week depend on topic.**

Military Science (MISC)

105. ORGANIZATIONAL LEADERSHIP I 1 hour credit
Concepts of leadership and management skills at basic organizational levels covered; practical exercises employing leadership concepts used; interpersonal communications, decision-making/problem-solving processes and confidence-building skills stressed. **One hour per week.**

106. ORGANIZATIONAL LEADERSHIP II 1 hour credit
Highlights organization of the Army, fundamentals of leadership, first aid and problem-solving techniques. Covers thorough orientation to map reading and land navigation. Includes involvement in the spring awards ceremony, providing freshmen military science students their first exposure to drill and ceremonies. Includes field trip that tests leadership fundamentals by giving each student an opportunity to be in charge of a 10-12 person group as they negotiate a series of obstacles. The field trip also enhances group decision-making skills. **Prerequisite:** MISC 105 or consent of chair. **One hour per week.**

205. MILITARY SKILLS I 2 hours credit
Introduces students to basic soldier skills as they apply to life-leadership situations. Emphasis on physical fitness and diet/nutrition reinforces "health as a lifestyle." Drills, ceremonies and management simulations teach teamwork and group dynamics in both the leader and follower roles. Includes mandatory weekly drill and one field training exercise. **Prerequisite:** MISC 105 or 106 or consent of chair. **Three hours per week.**

206. MILITARY SKILLS II 2 hours credit
Focuses on developing communication and leadership skills in students. Emphasis on military skills, including small unit tactics, drill and ceremonies, and map reading. Written and oral communications skills tested and improved. Mandatory weekly drills and occasional field trips. **Prerequisite:** MISC 205 or consent of chair. **Three hours per week.**

290. INDIVIDUAL DIRECTED STUDIES 1-2 hours credit
Students in basic ROTC course explore military science topics in depth. Students outline projects with department chair. May be repeated for a maximum of six credits. **Prerequisite:** Consent of department chair.

301. PHYSICAL TRAINING LEADERSHIP 1 hour credit
Prepares cadets for participating in and conducting Army physical training sessions. Emphasizes proper conduct of exercises, formation runs and handling formations. Students must take the Army physical fitness test monthly. May be taken twice for credit. **Prerequisite:** Eligibility for admission to ROTC advanced course. **Three hours per week.**

305. APPLIED LEADERSHIP I 3 hours credit
Military leader's role in today's Army. Emphasis on military drill, basic weapons familiarity and basic military skills. Stresses knowledge of small unit leadership positions. Mandatory weekly drill. **Prerequisites:** MISC 105, 106, 205, 206; or Basic Camp; or consent of instructor. **Five hours per week.**

306. APPLIED LEADERSHIP II 3 hours credit
Completes cadets' preparation for ROTC advanced camp. Covers military tactics at squad and platoon levels, land navigation and military skills. Mandatory weekly drill. **Prerequisite:** MISC 305. **Five hours per week.**

310. SMALL UNIT LEADERSHIP 1 hour credit
Supplemental, concurrent practicum for MISC 306. Students practice military, tactical and leadership skills in a series of weekend field exercises in preparation for ROTC advanced camp. **Prerequisite:** Admission to advanced ROTC course. **Hours variable, three weekend training exercises.**

405. MILITARY MANAGEMENT I 3 hours credit
Emphasis on leadership assignments, effective management of resources, preparation, conduct, evaluation of training and military professional ethics. Prepares cadets for leadership assignments in the Army. Mandatory physical training and weekly drill. **Prerequisite:** MISC 306. **Seven hours per week.**

406. MILITARY MANAGEMENT II 3 hours credit
Focuses on military professional ethics, military law, officer development, counseling techniques, individual leadership assignments and preparation for commissioning as a second lieutenant in the United States Army. Mandatory physical training and drill. **Prerequisite:** MISC 405. **Seven hours per week.**

410. MILITARY MANAGEMENT LAB 2 hours credit
In-depth exploration of military staff skills. Topics include decision-making, mission analysis, staff estimates and staff studies. Cadets practice in a lab setting and plan and review cadet battalion activities. **Prerequisite:** Assignment to cadet battalion staff. **Three hours per week.**

490. ADVANCED INDIVIDUAL DIRECTED STUDIES 1-3 hours credit
Students in advanced ROTC course meet contractual requirements through in-depth study of military science topics. Outline projects with department chair. May be repeated for a maximum of three credits. **Prerequisite:** Consent of the department chair.

Modern Foreign Languages (MDFL)

101. ELEMENTARY LANGUAGE STUDY I 3 hours credit
Exploration and study of languages not normally in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY LANGUAGE STUDY II
Second semester opportunity for exploration and study of languages not normally offered in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week. Meets General Education IB.**

111. ELEMENTARY SIGN LANGUAGE I 3 hours credit
Beginning study of American Sign Language including the culture of deaf people. **Three hours per week. Meets General Education IB.**

112. ELEMENTARY SIGN LANGUAGE II 3 hours credit
Continuation of skill development and vocabulary and sign acquisition of American Sign Language including the culture of deaf people. **Prerequisite:** MDFL 111 or one year of high school sign language or equivalent experience. **Three hours per week. Meets General Education IB.**

241. THE FRENCH PEOPLE 3 hours credit
Study of contemporary French culture. The uniqueness of French mentality is studied through the language, the traditions and customs of the people. Taught in English. **Three hours per week. Meets General Education IB.**

245. THE GERMAN PEOPLE 3 hours credit
Cross-cultural approach to the study of the German culture through the language, traditions and the lifestyle of the people. Taught in English. **Three hours per week. Meets General Education IB.**

246. THE RUSSIAN PEOPLE 3 hours credit
Focus on the people of Russia. Major topics include culture, politics, nationalism, health care, education, religion, ethnic conflict. Provides students with a well rounded view of Russian society as it exists today. Taught in English. **Three hours per week. Meets General Education IB.**

248. STUDIES IN CONTEMPORARY CULTURES 3 hours credit
Exploration and study of the ways of life and contemporary culture of peoples of the industrialized world not normally studied as a part of the fixed curriculum. May be repeated once under a different subtitle. Taught in English. **Three hours per week. Meets General Education IB.**

300. STUDIES IN FRENCH LITERATURE IN TRANSLATION 3 hours credit
Study of an author, period, movement, genre or theme. Topic varies semester to semester. Taught in English. May be repeated once with new content and different subtitle. **Prerequisite:** ENGL 102 or consent of department chair. **Three hours per week. Meets General Education IA.**

399. INTERNATIONAL FIELD STUDY 1-6 hours credit
On-site study of the geography, history and culture of selected foreign countries. Work in field preceded by pre-tour lectures. May be repeated with new content and different subtitle.

Music (MUSA, MUSC)

MUSA

100. UNIVERSITY CHORALE 1 hour credit
Non-auditioned ensemble of mixed SATB voices which performs a variety of choral literature from all music periods and styles. Membership open to all students. Some singing ability and understanding of musical notation expected. **Two hours per week.**

101. UNIVERSITY BAND 1 hour credit
Non-auditioned ensemble open to all University wind and percussion students who wish to continue their performance experience at the university level. Performances include select athletic events, on-campus functions and special activities. **Two hours per week.**

102. JAZZ ENSEMBLE 1 hour credit
Study and performance of a variety of jazz styles ranging from the "Big Band" sound to contemporary and "fusion" forms and development of jazz improvisation skills. Membership open to all students. **Prerequisite:** Strong performance background, sight-reading skills, comprehensive musicianship preferred. **Two hours per week.**

103. CHAMBER MUSIC ENSEMBLES 1 hour credit
Study, rehearsal and performance of selected works for small ensembles, both vocal and instrumental (designated by the department for any given semester). Advanced students with prior performing experience and full-time undergraduate students only. **Prerequisites:** Audition, approval of the instructor/department in writing. **Two hours per week.**

105. SYMPHONY ORCHESTRA 1 hour credit
Study and performance of standard orchestral literature and contemporary compositions. Membership required of string majors; open to wind and percussion students by audition. **Four hours per week.**

106. CHAMBER CHOIR 1 hour credit
Selected choral ensemble whose members assume individual responsibility for professionalism, commitment, awareness of musical objectives and excellence in performance. Attendance at all rehearsals mandatory; outside preparation required to equalize differing levels of ability. Required for voice majors; open to all students by audition only. **Four hours per week.**

107. WIND ENSEMBLE 1 hour credit
Select ensemble of wind and percussion instrumentalists. Performance of "chamber" and "large" ensemble repertoire spanning all musical epochs. Required of instrumental music majors; open to non-majors by audition only. Attendance at all rehearsals and performances mandatory. **Four hours per week.**

108. CLASS VOICE I 2 hours credit
Introduction to vocal techniques through voice placement, breathing, tone production and diction. Recommended for the general student as well as students interested in musical theatre and communication arts. Includes introduction to art song literature and musical theatre repertoire. **Two hours per week.**

131. ACCOMPANYING 1 hour credit
Designed for ensemble work in instrumental and vocal studies. Four semesters required for majors with keyboard emphasis. **Prerequisite:** Permission of instructor. **Two hours per week.**

138. APPLIED MUSIC I 1-2 hours credit
Study of fundamental skills appropriate to the instrument or voice with survey of basic literature. **Prerequisite:** Entrance audition, permission of chair. **One half-hour meeting per week per credit.**

139. APPLIED MUSIC II 1-2 hours credit
Continues MUSC 138 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 138. **One half-hour meeting per week per credit.**

205, 206. CLASS PIANO I AND II 2 hours credit each
Group piano instruction with individual help, to develop fundamental piano techniques and pianistic style through acquaintance with a wide variety of piano literature. Each course may be repeated once for credit. **Prerequisite:** MUSC 200 or equivalent; Piano I a prerequisite to Piano II. **Two hours per week.**

209, 210. CLASS GUITAR I AND II 1 hour credit each
Fundamentals of six-string guitar techniques, chords and basic classical guitar using musical notation, accompaniment styles, melodies and appropriate literature. Each may be repeated once for credit. **Prerequisite:** MUSC 200 or approval of instructor; Guitar I a prerequisite to Guitar II. **Two hours per week.**

213. SINGER'S DICTION I 1 hour credit
Introduction to the international phonetic alphabet (IPA) and the application of English and Italian diction to contemporary English and 18th century Italian art song literature. Required for vocal track. **Co-requisite:** Applied voice study. **Two hours per week.**

214. SINGER'S DICTION II 1 hour credit
Continued study of diction through application of the international phonetic alphabet (IPA) and German and French diction to German "Lieder" and French "Melodie." Required for vocal track. **Prerequisite:** MUSA 213. **Co-requisite:** Applied voice study. **Two hours lab per week.**

238. APPLIED MUSIC III 1-2 hours credit
Continues MUSC 139 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 139. **One half-hour meeting per week per credit.**

239. APPLIED MUSIC IV 1-2 hours credit
Continues MUSC 238 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 238. **One half-hour meeting per week per credit.**

315, 316. CLASS PIANO III AND IV 2 hours credit each
Continuation of skills developed in Piano I and II plus keyboard harmony through simple modulation, transposition, improvisation and accompaniment techniques and ensemble playing. **Prerequisites:** MUSC 200, 205, 206 or equivalent proficiency level as determined by instructor. Piano III is a prerequisite for Piano IV. **Three hours per week.**

338. APPLIED MUSIC V 1-2 hours credit
Continues MUSC 239 with study of fundamental voice or instrumental skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 239. **One half-hour meeting per week per credit.**

339. APPLIED MUSIC VI 1-2 hours credit
Continuation of MUSC 338. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 338, permission to prepare for a public recital. **One half-hour meeting per week per credit.**

390. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Tutorial for students who need and are qualified to do specialized independent study in areas not covered by courses offered in any semester. May include research in a selected musical form, composer or style, individual study and completion of specified exercises in one area of music theory or composition, or individual study of an instrument to develop specialized performance skills; all projects culminating in appropriate evaluation. May be repeated for a maximum of six credits. **Prerequisite:** Approval in writing of department chair and supervising faculty member prior to registration, with the area of work to be specified in writing.

391. PERFORMANCE CLASS 0 credit
Designed as a repertory and performance preparation class for all music majors. All majors are required to take this class while studying their major applied area in the following courses: MUSA 138, 139, 238, 239, 338, 339, 438, 439 or 390. Composition students will present lectures on their own compositions and/or on analyses in lieu of instrumental performing. **One hour per week.**

411. APPLIED MUSIC I 1-2 hours credit
An advanced course in performance techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods is a required culmination. Students will elect one performing medium (piano or voice or organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated for credit once. May be offered for undergraduate or graduate credit.

412. APPLIED MUSIC II 1-2 hours credit
Advanced course in performing techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods as a required culmination. Students elect one performing medium (piano, voice, organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated once for credit. May be offered for undergraduate or graduate credit.

417, 418. CLASS PIANO V AND VI 2 hours credit each
Continuation of technical and performance skills from Piano IV. For students who require additional study for applied music or for those who wish to continue study below the applied music level.

438. APPLIED MUSIC VII 1-2 hours credit
Continues MUSC 339 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 339. **One half-hour meeting per week per credit.**

439. APPLIED MUSIC VIII 1-2 hours credit
Continuation of MUSC 438 with a concentration on selected literature appropriate for a public recital. Must be approved by chair. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 339. **One half-hour meeting per week per credit.**

501. SYMPHONY ORCHESTRA 1 hour credit
Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

502. SYMPHONY ORCHESTRA 1 hour credit
Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

503. SYMPHONY ORCHESTRA 1 hour credit
Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours studio per week.**

507. CHAMBER CHOIR 1 hour credit
Research and performance of major works in choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

508. CHAMBER CHOIR 1 hour credit
Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

509. CHAMBER CHOIR 1 hour credit
Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

516. WIND ENSEMBLE 1 hour credit
Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

517. WIND ENSEMBLE 1 hour credit
Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

518. WIND ENSEMBLE 1 hour credit
Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

538. APPLIED MUSIC IX 1-2 hours credit
Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X 1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

MUSC

111. THE DEVELOPMENT OF POPULAR MUSIC IN AMERICAN CULTURE 3 hours credit
Popular music from the Revolutionary War to present examined in light of social, political, cultural and technological influence and change. **Three hours per week. Meets General Education IB.**

112. CREATIVITY AND ELECTRONIC/ ACOUSTIC MUSIC 3 hours credit
Stylistic, technical and intuitive aspects of music examined through listening, discussion and creative exercises. Students explore their creative potential in music and are familiarized with newer techniques of composition including synthesized music. **Three hours per week. Meets General Education IB.**

114. MUSIC APPRECIATION 3 hours credit
Historical survey of musical styles and forms from the Renaissance, Baroque, Classical and Romantic periods to the music of the 20th century. Required of music majors; open to the general student. **Three hours per week. Meets General Education IB.**

115. EXPLORING AND ENJOYING MUSIC 3 hours credit
Examines the perceptive listening and understanding of the great classics in music. Students introduced to each work through filmstrips, recordings and other audiovisual materials. Open to the general student. **Three hours per week. Meets General Education IB.**

200. MUSIC FUNDAMENTALS 3 hours credit
Develops understanding of musical notation and skills in reading and performing music by singing, playing the piano and various other instruments, studying harmony and melody. Emphasis is placed on the use of music in the general education classroom. Required for elementary education majors. **Three hours per week. Meets General Education IB.**

201. INTRODUCTION TO MUSIC THEORY 3 hours credit
Principles of music construction based on a historical perspective of music theory in Western culture. Emphasis on the nature of modes and/or tonal centers and the organization of melody, harmony and voice utilizing basic elements of keys, scales, chords, notation and ear training. Prepares students to enter Theory I. Students may not receive credit for both MUSC 120 and 201. **Three hours per week. Meets General Education IB.**

203. THEORY I 4 hours credit
Investigate and study the foundation of accepted trends in theory and tonal harmony in Western art music. Presents a comprehensive and practical set of tools for understanding music with emphasis upon actual music practices which relate to pitch, rhythm, harmony and structural concepts. Develops practical ear training/sight-singing skills through the use of computer-based technology and traditional methods. **Prerequisite:** MUSC 201. **Five hours per week.**

204. THEORY II 4 hours credit
Continuation of Theory I with additional emphasis on advanced diatonic progressions, principles of voice leading, non-harmonic tones, finite structures and progressive concepts of modulation. Drill in two-part and three-part writing and analysis. Lab experience assists further development of ear training and sight signing skills through computer-based instruction and traditional methods. **Prerequisite:** MUSC 203. **Five hours per week.**

215. INSTRUMENTAL TECHNIQUES- WOODWINDS 1 hour credit
Introduction of traditional woodwind instruments and their development in the Western culture. Basic cognitive and psychomotor techniques involving instrument handling, embouchure, breathing, articulation and fingering combinations are discussed, practiced and demonstrated. **Prerequisite:** Music major or approval of instructor. **Two lab hours per week.**

216. INSTRUMENTAL TECHNIQUES- PERCUSSION 1 hour credit
Introduction to traditional percussion instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve proper handling and traditional performance practices are discussed, practiced and demonstrated. **Prerequisite:** Music major or approval of Instructor. **Two lab hours per week.**

217. INSTRUMENTAL TECHNIQUES- STRINGS 1 hour credit
Introduction to traditional orchestral string instruments and their development in Western culture. Basic cognitive and psychomotor techniques involving instrument handling, bowing, finger patterns and shifting are discussed, practiced and demonstrated. **Prerequisite:** Music major or approval of instructor. **Two lab hours per week.**

218. INSTRUMENTAL TECHNIQUES- BRASS 1 hour credit
Introduction to traditional brass instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve embouchure, breathing, articulation, fingering combinations and tone production are discussed, practiced and demonstrated. **Prerequisite:** Music major or approval of instructor. **Two lab hours per week.**

303. THEORY III 4 hours credit
Transition from 18th into 19th century composition practices. Study of advanced chromaticism with emphasis upon tertian harmonic progressions, remote key relationships, secondary

chord functions, altered and borrowed chords, augmented-sixth function and enharmonic relationships. Drill in four-part writing and analysis. Advanced sight reading and ear training, with progressive three- and four-part melodic dictation as related to the keyboard and computer-assisted technology. **Prerequisite:** MUSC 204. **Five hours per week.**

304. THEORY IV 4 hours credit
Emphasis upon late 19th through 20th century composition practices. Investigation of the expansion of tertian and tonal relations. Detailed study of interval class sets, set theory, serialist pandiatonicism, aleatory techniques, electronic music and new metric and timbrel resources. Advanced study in computer-assisted ear training, atonal melodic dictation and sight singing. **Prerequisite:** MUSC 303. **Five hours per week.**

305, 306. MUSIC HISTORY I AND II 3 hours credit each
Music from earliest times to the present, including changing theories of form and composition. Analysis and comparison of prevailing styles in music by representative composers. Music History I covers ancient music through early Baroque. Music History II covers the mature Baroque period through the present, including music of non-Western cultures. **Prerequisite:** MUSC 114 or consent of instructor. **Three hours per week.**

309. CHORAL TECHNIQUES AND METHODS 2 hours credit
Study of rehearsal techniques for developing appropriate diction, tone, production, intonation, phrasing and interpretation in a choral ensemble. Explores the examination of materials, methods and procedures in organizing school choral ensembles. **Prerequisite:** MUSA 108. **Two hours per week.**

310. CONDUCTING AND SCORE READING 2 hours credit
Application of basic conducting patterns in expressing a variety of styles, dynamics and tempi; analysis of conductor's score and rehearsal techniques in both choral and instrumental music. **Prerequisite:** Music major. **Two hours per week.**

322. ARTS ADMINISTRATION 3 hours credit
Introduction to administrative skills for fine and performing arts: programming, budget, public relations, audience development, fund raising and case studies of arts organizations. **Prerequisite:** Department chair approval. **Three hours per week.**

330. INTRODUCTION TO COMPOSITION 3 hours credit
Study of compositional techniques utilized from the turn of the 20th century until WWII, through analysis, listening, readings and compositional exercises. Final project to include a completed composition to be performed. Once a month, a mandatory, two-hour seminar is held with guest and student presentations with discussion of topics such as current issues, aesthetics, etc. **Prerequisites:** MUSC 200 or 201 or approval of instructor. **Three hours lecture per week.**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE 3 hours credit
Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. May be offered for undergraduate or graduate credit. **Prerequisites:** MUSC 200, 110, 114 or approval of instructor. **Three hours per week.**

406. THEORY OF ELECTRONIC MUSIC 3 hours credit
Theoretical approach to the practical application of music synthesis through reading, listening, analysis and studio experience. May be offered for undergraduate or graduate credit. **Prerequisite:** MUSC 112 or permission of instructor. **Three hours per week.**

408. MODERN MUSIC 3 hours credit
Emergence of new developments from late romantic music through serial and electronic music, including influences of jazz and consideration of social forces and current world events. May be offered for undergraduate or graduate credit. **Prerequisite:** MUSC 114 or equivalent. **Three hours per week.**

409. INTRODUCTION TO ETHNOMUSICOLOGY 3 hours credit
Study of music of world cultures not associated with the traditional study of Western art music with emphasis on the musics of Eastern Europe; the Near, Middle and Far East; Africa; the Pacific Islands; and native America. May be offered for undergraduate or graduate credit. **Prerequisites:** MUSC 114 or 110 and 200 or approval of instructor. **Three hours per week.**

410. CHURCH MUSIC 3 hours credit
Designed for the practicing or potential church musician. A practical course dealing with all aspects of the church music program. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of instructor. **Three hours per week.**

413. ADVANCED CONDUCTING 2 hours credit
Continues MUSC 310 with review and refinement of skills in conducting. Students develop a common language in which cognitive understanding and psychomotor skills can be aesthetically communicated to an ensemble via the conducting gesture. **Prerequisite:** MUSC 310. **Two hours per week.**

416. AMERICAN MUSIC 3 hours credit
Analysis of musical forces and styles as they reflect the nation's development and America's unique contributions to the growth of music as an art form. May be offered for undergraduate or graduate credit. **Prerequisite:** MUSC 114 or equivalent. **Three hours per week.**

419. OPERA WORKSHOP 3 hours credit
Musical interpretation and dramatic preparation and performance of vocal repertoire including chamber operas, operatic scenes and short operas from various musical periods. Prior acting training and stage experience recommended. Open to advanced singers; enrollment by audition only. **Three hours per week.**

420. HISTORY OF THE ART SONG 3 hours credit
Study of the history, interpretation and poetic content of Italian, French, German and English art song from the Baroque period to the present. Requires score study as well as textual and musical analysis of representative works with emphasis on compositional styles and performance practices. **Prerequisite:** MUSC 314 or permission of instructor. **Three hours per week.**

422. INTERNSHIP IN ARTS ADMINISTRATION 6-12 hours credit
Training in local, regional or national arts organizations; selected areas of programming, budget, fund raising, audience development and public relations. May be taken once. **Prerequisites:** MUSC 322, department chair approval. **Twenty to 40 hours per week.** *(P/F)*

425. MUSICAL FORM AND ANALYSIS 3 hours credit
Study of the organizing principles of musical composition and their application to the most prevalent forms through the sonata-allegro and fugue. Analysis of music literature illustrating the basic vocal and instrumental forms and some original composition in these forms. **Prerequisite or Co-requisite:** MUSC 303. **Three hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS 3 hours credit
Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. May be offered for undergraduate or graduate credit. **Prerequisite or Co-requisite:** MUSC 304. **Three hours per week.**

427. COUNTERPOINT 3 hours credit
Upper-level elective theory course based on traditional species of counterpoint pedagogy. Emphasis on principles of melodic construction and part-writing. **Prerequisite:** MUSC 204. **Three hours per week.**

428. MAINSTREAMING THE SPECIAL LEARNER IN MUSIC 3 hours credit
Consideration of types of special learners, educational requirements under the law, classroom management and musical activities adapted to special learners. Degree credit allowed for one of the following: EDUC 467, 480 or MUSC 428. **Three hours of lecture per week.**

430. CONTEMPORARY COMPOSITIONAL TECHNIQUES 3 hours credit
Study of post WWII compositional techniques through analysis, readings and original compositions. Once per month, a two-hour composition/theory seminar is offered with guest and student presentations and discussion of topics such as current issues, aesthetics, etc. **Prerequisite:** MUSC 303 or 330 or approval of instructor. **Three hours lecture per week.**

435. CHORAL LITERATURE 3 hours credit
Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of instructor. **Three hours per week.**

440. MODERN MARCHING BAND: TECHNIQUES AND MATERIALS 3 hours credit
Detailed work-survey of traditional marching band styles and their adaptation to current trends. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE 3 hours credit
Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. May be offered for undergraduate or graduate credit. **Prerequisite:** Approval of instructor. **Three hours per week.**

442. MUSIC IN THE RENAISSANCE 3 hours credit
Study of musical forms of the 15th and 16th centuries. Emphasis on Renaissance settings of the mass, the motet, secular music and the development of the Italian madrigal. **Prerequisite:** MUSC 114. **Three hours per week.**

443. MUSIC IN THE BAROQUE PERIOD 3 hours credit
Study of Baroque music from Monteverdi through Bach and Handel. Emphasis on formal and stylistic developments in both sacred and secular music and the evolution of idiomatic writing and instrumental composition. **Prerequisite:** MUSC 114. **Three hours per week.**

444. MUSIC IN THE CLASSICAL PERIOD 3 hours credit
Study of stylistic elements of repertoire from the Mannheim, Viennese and north German traditions through the works of Haydn, Mozart and Beethoven. Emphasis on the development of major instrumental forms and operatic genres. **Prerequisite:** MUSC 114. **Three hours per week.**

445. MUSIC IN THE ROMANTIC PERIOD 3 hours credit
Study of the development of instrumental genres from late Beethoven through the symphonic poems of Liszt. Emphasis on the art songs and operatic developments from Von Weber to Verdi and Wagner. **Prerequisite:** MUSC 114. **Three hours per week.**

450. STUDIES IN MUSIC 3 hours credit
Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. May be offered for undergraduate or graduate credit. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits. May be offered for undergraduate or graduate credit.

497. UNDERGRADUATE RESEARCH 1-3 hours credit
Designed to encourage students to pursue an important area of original research in either music history, theory, composition or performance. Allows student to study a subject area in more depth than possible in the traditional classroom setting. Public presentation required. May be repeated for a maximum of six credits. **Prerequisite:** Approval of instructor. **One to three hours per week.**

500. 20TH CENTURY MUSIC 3 hours credit
Analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on music of our time. **Three hours per week.**

505. MUSIC HISTORY AND MUSICAL STYLE 3 hours credit
The development of Western musical style is traced from early written records to the present, stressing the continuity of basic musical principles. **Prerequisite:** One course in music history or a stylistic period. **Three hours per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION 3 hours credit
Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

512. ADMINISTRATION AND SUPERVISION IN SCHOOL MUSIC 3 hours credit
Deals with the need and purpose of supervision in music. Areas of concentration include factors affecting the learning process, curriculum building, fiscal management, evaluation and staff-community relations. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING 3 hours credit
Designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION 3 hours credit
A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/MUSIC EDUCATION 3 hours credit
Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. Weekly conference with faculty sponsor.

590. DIRECTED INDEPENDENT STUDY 1-3 hours credit
An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles recorded with the registrar. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

Nursing (NURS)

309. FOUNDATIONS OF PROFESSIONAL NURSING 3 hours credit
Study of concepts and theories of nursing science in the framework of current health needs including ethical, legal, economic, political and historical perspectives. Explores the role of the nurse emphasizing clinical interventions in health care. Highlights professional communication and critical thinking. **Prerequisites:** BIOL 211, 334; PSYC 300; admission to major. **Three hours per week.**

310. NURSING CARE OF ADULTS I 3 hours credit
Theory related to nursing care of adults with common health problems who need to maintain or regain optimal levels of functioning. Emphasizes problem solving through use of a variety of resources; examines trends and issues relevant to health care in rural communities. **Prerequisites:** NURS 309, 319 (prereq/coreq); BIOL 217, 334; CHEM 121, 122; PSYC 300 or admission to the B.S./M.S. nursing track. **Three hours per week.**

311. NURSING CARE OF ADULTS I CLINICAL 3 hours credit
Application of beginning health assessment skills, nursing knowledge and concepts from the biological and behavioral sciences. Students provide nursing care to adults with common health alterations in acute and long-term care settings and examine trends in gerontological nursing. **Prerequisites:** BIOL 217, 334; CHEM 121, 122; PSYC 300 or admission to B.S./M.S. nursing track. **Co-requisites:** NURS 309, 310, 319. **Nine hours per week.**

319. HEALTH ASSESSMENT 3 hours credit
Functional health assessment of individuals from adolescence through older adulthood. Students practice health assessment skills in clinical settings with people of varied ages, social, cultural and economic backgrounds. **Prerequisites:** BIOL 334; CHEM 121, 122; NURS 309 (prereq/coreq); PSYC 300 or admission to the B.S./M.S. nursing track. **Five hours per week.**

322. WELLNESS NURSING 3 hours credit
Focus on concepts of professional nursing in rural areas with an emphasis on health promotion. Concepts include ethical, legal, political, economic and cultural influences. Explores the process of clinical reasoning and professional communication in the provision of nursing care. **Prerequisites:** Admission to B.S./M.S. nursing track; BIOL 334. **Co-requisite:** NURS 323. **Three hours per week.**

323. WELLNESS NURSING CLINICAL 1 hour credit
Application of clinical reasoning skills and health promotion principles of nursing care in rural areas. **Co-requisite:** NURS 322. **Three hours per week.**

325. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE 3 hours credit
Identification, analysis and evaluation of contemporary problems that have resulted from new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, social control, experimentation, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students cannot receive credit for both NURS 325 and PHIL 315. **Three hours per week. Meets General Education IB.**

329. RESEARCH METHODS IN NURSING 3 hours credit
Provides an understanding of the research process with opportunities to develop critical analysis skills in reading current nursing research and opportunities for conducting limited clinical research projects at a beginning level. **Prerequisites:** NURS 309, MATH 155 or admission to the B.S./M.S. nursing track. **Three hours per week.**

350. NURSING CARE OF ADULTS II 3 hours credit
Advanced study of the theory necessary for providing nursing care to seriously ill adults from illness through rehabilitation and recovery. Examines trends in provision of critical and rehabilitative care in rural settings and selected issues related to women's health. **Prerequisites:** NURS 310, 311, 319, 329 (prereq/coreq). **Three hours per week.**

351. NURSING CARE OF ADULTS II CLINICAL 3 hours credit
Advanced clinical course in caring for adults as they progress from serious illness through rehabilitation and recovery. Clinical sites include acute care, specialty rotations (ICU, ER, CCU), home health agencies and rehabilitation settings. **Prerequisites:** NURS 310, 311, 319. **Co-requisites:** NURS 329, 350. **Nine hours per week.**

360. NURSING CARE OF CHILDREN AND ADOLESCENTS: A FAMILY CENTERED APPROACH 3 hours credit
Study of theory related to nursing care of children and adolescents with acute and chronic disorders. Integrates concepts from previous courses in the natural, behavioral and nursing sciences and introduces theories of structure, development and function of families. **Prerequisites:** NURS 310, 311, 319, 329 (prereq/coreq). **Co-requisite:** NURS 361. **Three hours per week.**

361. CARE OF CHILDREN AND ADOLESCENTS CLINICAL 3 hours credit
Prepares beginning practitioners to provide nursing care to children, adolescents and their families in a variety of rural health settings. Clinical practice will be guided by the objectives of Healthy People 2010. **Prerequisites:** NURS 310, 311, 319. **Pre/ or Co-requisites:** NURS 329. **Co-requisite:** 360. **Nine hours per week.**

370. MATERNAL NEWBORN NURSING: A FAMILY CENTERED APPROACH 3 hours credit
Study of theory related to nursing care of childbearing families in rural communities. Explores social and health care issues related to changing needs of women across the life span. **Prerequisites:** NURS 310, 311, 319, 329 (prereq/coreq). **Co-requisite:** NURS 371. **Three hours per week.**

371. MATERNAL NEWBORN NURSING CLINICAL 3 hours credit
Provides nursing care to the child-bearing family in primary and acute care settings. Applies selected theories related to structure, development and function of families. Clinical practice will be guided by the objectives of Healthy People 2000. **Prerequisites:** NURS 310, 311, 319. **Co-requisites:** NURS 329, 370. **Nine hours per week.**

380. PSYCHIATRIC-MENTAL HEALTH 3 hours credit
Study of theory related to the prevention and nursing care of individuals and families with psychosocial problems. Focuses on communication with clients in community and hospital settings with emphasis on mental illness in rural areas. Considers mental health needs of all age groups with special regard for cultural differences. **Prerequisites:** PSYC 302; NURS 310, 311, 319, 329 (prereq/coreq). **Co-requisite:** NURS 381. **Three hours per week.**

381. PSYCHIATRIC-MENTAL HEALTH CLINICAL 3 hours credit
Clinical application of nursing theory and process focused on the prevention and nursing care of psychosocial problems in individuals and families. Focus on therapeutic communication with clients in a psychiatric hospital and clients with psychosocial needs in the community. **Prerequisites:** PSYC 302; NURS 310,311,319, 329. **Co-requisite:** NURS 380. **Nine hours per week.**

405. NURSING EXTERN SEMINAR 3 hours credit
Supervised practicum to assist students in applying the nursing process. Explores concerns of the beginning practitioner including role conflict and role transition, clarification of values and reality shock. Students refine skills in assertiveness, clinical decision making, application of change theory and conflict resolution, and participate in activities of employed registered nurses. **Prerequisite:** NURS 351 with a C or better. **Co-requisite:** Placement in a health care agency with one-to-one RN preceptorship and clinical contact of 30 hours per week.

408. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION 3 hours credit
An introductory overview of complimentary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in a final project presentation to class participants. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Junior status or permission of faculty. **Three hours per week.**

415. SPECIAL TOPICS IN NURSING 1-3 hours credit
Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. May be offered for undergraduate or graduate credit. **One to three hours lecture, zero to two hours laboratory per week.**

422. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES 3 hours credit
Focus on nursing care to childbearing and childrearing families, and exploration of current, applicable research. Self-care and participation of family members emphasized. Topics include conditions that place the client at risk and selected acute and chronic childhood disorders. **Prerequisites:** NURS 310, 311, 319, 322, 323; BIOL 334. **Co-requisite:** NURS 423. **Three hours per week.**

423. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES CLINICAL 3 hours credit
Focus on use of nursing process with childbearing and childrearing families in rural community settings and in acute care settings, both rural and urban. Emphasis on assisting clients in promoting, maintaining and/or regaining health. Students focus on clinical practice as they develop knowledge, psychomotor skills and professional values. Developmental and family theories stressed. **Prerequisites:** NURS 310, 311, 319, 322, 323; BIOL 334. **Co-requisite:** NURS 422. **Nine hours per week.**

430. COMMUNITY HEALTH NURSING: A RURAL PERSPECTIVE 3 hours credit
Focus on the theory of health of families, aggregated and communities with complex needs. Explores political, ethical, legal and sociocultural climates and theory related to the health care needs of an aging population. **Prerequisites:** NURS 329, 351, 361, 371, 381, 431 (coreq). **Three hours per week.**

431. COMMUNITY HEALTH NURSING PRACTICUM: A RURAL PERSPECTIVE 3 hours credit
Prepares beginning practitioners to work with families, aggregates and communities in rural settings. Clinical practice guided by the objectives of Healthy People 2000 and the use of critical thinking skills. **Prerequisites:** NURS 351, 361, 371, 329, 381. **Co-requisite:** NURS 430. **Three hours per week.**

440. SENIOR SEMINAR 3 hours credit
Provides a conceptual understanding of leadership and management processes in the health care system. Explores past, present and emerging roles of the professional nurse including political, economic and professional issues. **Prerequisite:** Completion of all required 300-level NURS courses. **Three hours per week.**

441. INTERNSHIP 3 hours credit
Precepted practicum with emphasis on application of nursing process, theory and skills in nurse generalist practice. Integrated nursing knowledge, values and skills in caring for groups of clients while developing leadership and management strategies. **Prerequisites:** NURS 351, 361, 371, 329, 381. **Co-requisites:** NURS 440. **Nine hours per week.**

442. NURSING LEADERSHIP AND MANAGEMENT 2 hours credit
Explores roles in nursing within the health care system with particular emphasis on leadership and management functions. Provides students with a conceptual understanding of the social, political, legislative and economic forces shaping the U.S. health care system and its impact on the rural environment. **Prerequisites:** NURS 310, 311, 319, 322, 323, 329, 350, 351, 422, 423; BIOL 334. **Pre/Co-requisites:** NURS 380, 381, 430, 431, 443. **Two hours per week.**

443. NURSING LEADERSHIP PRACTICUM 2 hours credit
Emphasizes integration of nursing knowledge, values and skills in caring for groups of clients. Students experience various professional nursing roles and apply leadership and management strategies. **Prerequisites:** NURS 310, 311, 319, 322, 323, 329, 350, 351, 422, 423; BIOL 334. **Pre/Co-requisites:** NURS 380, 381, 430, 431, 442. **Six hours per week.**

454. HEALTH EDUCATION OF CLIENTS 3 hours credit
Theoretical content and practical application of the principles and methodologies of effective health education of individuals, families and groups. Emphasis on use of the teaching-learning process in assisting client adaptation and promoting quality health care. Through use of a micro-teaching laboratory the student can demonstrate and analyze a variety of teaching skills. Development of teaching plans, behavioral objectives and evaluation tools also stressed. **Three hours per week.**

456. PHARMACOTHERAPEUTICS 3 hours credit
Nursing interventions relating to application of pharmacotherapeutic principles in assisting client adaptation in primary, secondary and tertiary health care settings. Special emphasis on drug interactions, drug dependence, toxicology. **Three hours lecture per week.**

457. CULTURAL CONSIDERATIONS IN NURSING 2 hours credit
A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. May be offered for undergraduate or graduate credit. **Prerequisite:** Junior standing/consent of instructor. **Two hours per week.**

480. PHYSICAL ASSESSMENT 3 hours credit
Holistic approach to the evaluation of an adult client's level of wellness from biological, psychological, sociological and cultural perspectives. Emphasis on preparing students with the beginning knowledge and skills necessary to perform a physical examination. **Three hours lecture-demonstration, two hours independent practice per week.**

485. SCHOOL HEALTH 3 hours credit
Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 300/EDUC 300/consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Intensive study in a specific area of nursing agreed upon by the student and faculty member. Open to senior and graduate students. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Written consent of instructor who will direct the study and chair of the department.

508. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION: APPLICATIONS 3 hours credit
Explores the application of complementary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in final project presentation to class participants. Students will also integrate research findings reported in the literature. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Graduate status or permission of faculty. **Three hours per week.**

512. ADVANCED HEALTH ASSESSMENT 4 hours credit
Focuses on advanced health/physical assessment including the comprehensive health history and physical examination of signs and symptoms, pathologic changes and psychosocial variations of the individual adult and child client within the context of the family. Advanced communication skills relating to clients and other professionals are refined and strengthened during the assessment process. Critical thinking is used to analyze the findings in order to establish differential diagnoses and priorities of care. **Prerequisite:** BIOL 552. **Co-requisite:** Admission to the masters program or permission of instructor. **Two hours lecture, 10 hours clinical practice per week.**

514. ISSUES IN ADVANCED PRACTICE NURSING 3 hours credit
Focuses on transition into the advanced practice nurse role including ethical issues, standards of care and the delivery of health care in rural settings. The organization of health care delivery systems, health care policy and the economic implications of health care are explored. Students develop their roles as advocates for change in the health care delivery system. Clinical practice guidelines, protocols and/or collaborative agreements are developed for the advanced practice nurse. Information technology is used where appropriate in an advanced practice role. **Three hours lecture per week.**

515. EPIDEMIOLOGY 3 hours credit
Focus on epidemiologic concepts and the incorporation of empirical epidemiologic data into the advanced application of nursing process. Emphasis on the study of health problems affecting families in rural settings. **Three hours lecture per week.**

516. FAMILY NURSING I 5 hours credit
Explores advanced theoretical and empirical knowledge related to families, with special attention to families in rural settings. Emphasis on incorporation of this knowledge into the advanced application of the nursing process with the rural family as a client to improve family health. **Three hours lecture, six hours clinical practice per week.**

517. FAMILY NURSING II 5 hours credit
Continues the exploration of advanced theoretical and empirical knowledge related to families in rural settings, with emphasis on the application of research findings. The expanded application of the nursing process focuses on the culture and characteristics of the rural communities in which families live and their influences on health and adaptation. **Prerequisite:** NURS 516. **Two hours lecture, nine hours clinical practice per week.**

522. CLINICAL THERAPEUTICS 3 hours credit
Presents a study of clinical pharmacological and related physiological processes which are basic to advanced nursing practice. Focus on the clinical application of pharmacological agents most frequently prescribed by nurse practitioners. Prescription writing is presented including legal and socioeconomic factors. Clinical thinking is emphasized throughout the course as a necessary component of accountable clinical practice. **Prerequisites:** BIOL 552, admitted to the masters program or permission of the instructor. Three hours lecture per week.

538. NURSING THEORIES 3 hours credit
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours lecture per week.**

544. NURSING RESEARCH DESIGNS 3 hours credit
Builds upon knowledge of the research process learned at the baccalaureate level. Focuses on the importance of the research process in the development and testing of nursing theory. Emphasis on the role of the advanced nurse practitioner as a consumer and practitioner of nursing research. **Prerequisite/ Co-requisite:** MATH 502.

554. ADMINISTRATION IN NURSING SERVICE 6 hours credit
Focus on the independent and interdependent functions of the nursing service administrator at various levels of decision making in an organization. Affords the opportunity to implement leadership strategies in selected clinical settings with a nursing service administrator as a mentor. Emphasizes the role of the advanced nurse practitioner as a change agent in planning, implementing and evaluating health care for rural families. **Prerequisite:** BUAD 535. **Two hours seminar, 12 hours clinical practicum per week.**

556. CLINICAL NURSE SPECIALIZATION 5 hours credit
Focuses on the diverse clinical and organizational skills necessary for functioning effectively as a clinical nurse specialist in family nursing in varied clinical settings of a rural area. Affords the opportunity to gain expertise in conjunction with a qualified advanced nurse clinician role model and to develop in the leadership role as a family advocate and change agent. **Two hours seminar, 12 hours clinical practicum per week for a total of 180 hours.**

557. HOME HEALTH NURSING 5 hours credit
Prepares nurses to assume advanced practice roles in home health care. Focus will be on the roles of practice, education, consultation, research and administration of the advanced practice home health clinical specialist in the provision of care to clients in residential and community settings. Clients will consist of individuals, families and groups who have post-hospitalization stabilization needs, permanent disabilities, long-term physical or mental health needs, or terminal illnesses. Issues and trends including economics of home care, entrepreneurship and the assurance of quality outcomes will also be addressed. **Prerequisite:** NURS 516. **Prerequisites/ Co-requisites:** NURS 512, 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

558. MANAGEMENT OF FAMILY HEALTH I 5 hours credit
Focuses on primary care of adult clients including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of adult clients with common short-term and chronic stable health problems. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisite:** NURS 512. **Prerequisite/Co-requisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

559. MANAGEMENT OF FAMILY HEALTH II 5 hours credit
Focuses on primary care of women and children including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of women and children with common short-term and chronic stable health problems. Includes care of women during normal pregnancy and the postpartum period. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisite/Co-requisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

560. INDEPENDENT STUDY 1-3 hours credit
Focused study on a specific area of advanced practice nursing agreed upon by the student and the faculty. May include preliminary work directed toward a thesis/capstone area of interest, a specialized area of study, or clinical practice. May be taken more than once under different course subtitles recorded with the registrar for a maximum of six hours credit. **Prerequisite:** Written consent of the faculty who will direct the study. **One to three hours per week.**

580. SPECIAL TOPICS IN NURSING 1-3 hours credit
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of the graduate nursing program faculty member. **One-to-three hours lecture, zero-to-two hours lab per week.**

590. THESIS 1-3 hours credit
Provides an opportunity for the master's level student to conduct formal research related to nursing. Reflects a culminating research study as an independent project under the direction of a thesis chair and committee. Incorporates knowledge from research methodology and analysis learned throughout the program. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

591. CAPSTONE PROJECT 1-3 hourscredit
Provides an opportunity for the master's level student to pursue a scholarly study of a clinical case, a topic or an issue relevant to the student's advanced practice role. Reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

Philosophy (PHIL)

101. INTRODUCTION TO PHILOSOPHY 3 hours credit
Invites students to philosophize, asking and creatively responding to basic questions about human existence which are usually left unasked, e.g., are we free, what is the self, what value should we live for? **Three hours per week. Meets General Education IB.**

103. CRITICAL THINKING 3 hours credit
Develops abilities to reason effectively, analyze problems, identify issues, critically evaluate evidence, argue logically and reach and defend justifiable conclusions. **Three hours per week. Meets General Education IB.**

202. INTRODUCTION TO SYMBOLIC LOGIC 3 hours credit
Provides a basic introduction to logic, emphasizing modern symbolic methods. Nature of formal deductive proof is given special attention. **Three hours per week. Meets General Education IB.**

203. ETHICS 3 hours credit
Helps students develop a personal framework for ethical action. Emphasis on identification of ethical theories; applications to contemporary problems utilized as exercises to strengthen each student's own ethical position. **Three hours per week. Meets General Education IB.**

206. CONTEMPORARY MORAL ISSUES 3 hours credit
Examines the major moral and political problems of our age as encountered in the areas of politics, law, business, criminal justice, etc. Students develop political and moral frameworks from which to analyze and evaluate the issues. **Three hours per week. Meets General Education IB.**

209. PHILOSOPHY AND CULTURE 3 hours credit
A reflection on the significance of culture and the difficulties posed when one seeks to translate other cultural perspectives into one's own world view. Emphasis is on cultivating knowledge of particular cultures outside the American scene, as well as on the struggle within our own nation to form a culture in which intercultural relationships can flourish. **Three hours per week. Meets General Education IB.**

220. WORK AND THE PUBLIC GOOD 3 hours credit
Discussion of work, career, vocation in light of the public good. Analyzes the crisis of meaning that work presents in a post-industrial society. Uncovers the underlying essence of one's life work as it relates to the public good through discussion of specific fields of work and related ethical problems. **Three hours lecture per week. Meets General Education IB.**

300. PHILOSOPHY OF THE ARTS 3 hours credit
Analysis of the complexity of problems concerning the nature of beauty and artistic value. Topics include attempts to define "the aesthetically pleasing," the role of formal and sensuous components in a work of art, the relationships of art to emotions and to intellect, the debate about the "moral" component of art, the dialogue between the artist and the beholder, the nature of value judgments and role of the critic. **Three hours per week. Meets General Education IB.**

301. VIOLENCE AND NONVIOLENCE 3 hours credit
Explores and analyzes the philosophical meaning of violence and nonviolence, the ethics of just and unjust wars, and the moral efficacy of pacifism. Applies to issues such as capital

punishment, nonviolent resistance and specific wars. **Three hours per week. Meets General Education IB.**

303. THE PHILOSOPHY OF EDUCATION 3 hours credit

Addresses questions regarding the meaning and purpose of education such as: Can virtue be taught and learned? What is the role of education in a pluralistic culture and democratic society? What does the search for truth involve and how can teachers and students collaborate in it? **Three hours per week. Meets General Education IB.**

304. PHILOSOPHY OF HUMAN NATURE 3 hours credit

Exploration of the various dimensions of human experience, from the active life of work and politics to the contemplative life of philosophy and religion. Comparisons and contrasts of modern frameworks such as behaviorism, existentialism and Marxism with the classical and medieval views of human nature. Cannot receive credit for both PHIL 215 and 304. **Three hours per week. Meets General Education IB.**

305. POLITICAL PHILOSOPHY 3 hours credit

Examines political reality as the public place where people come together to speak and act, freely and equally, and thereby become more fully human. Students develop a model of political speech and action (from a dialogue with the tradition) and apply that model to contemporary political problems. **Prerequisite:** One philosophy course/consent of instructor. **Three hours per week.**

306. ANIMALS AND ETHICS 3 hours credit

Examines fundamental moral questions concerning our interactions with nonhuman animals. Attention to what we can know about the mental and emotional capacities of animals, to whether animals have rights, and to human-animal relationships. **Three hours per week.**

308. ANCIENT PHILOSOPHY 3 hours credit

Study of philosophy in the Greco-Roman world from the Pre-Socratics to the Neo-Platonists. Special emphasis on Plato and Aristotle. **Prerequisite:** One philosophy course/consent of instructor. **Three hours per week.**

309. MEDIEVAL PHILOSOPHY 3 hours credit

The absorption of Greek philosophical concepts by Christianity, Judaism and Islam. Study of the great medieval systems constructed to strengthen revealed religions and the skeptical revolts against them. Augustine to the medieval mystics. **Prerequisite:** One philosophy course/consent of instructor. **Three hours per week.**

310. PHILOSOPHICAL TOPICS 3 hours credit

Examines in depth a philosophical theme or problem. Content varies semester to semester. May be repeated under different subtitles. **Three hours per week.**

311. MODERN PHILOSOPHY 3 hours credit

Surveys the development of philosophy from the Renaissance to the 19th century and includes a study of Descartes, Hume, Kant and Hegel. Cannot receive credit for both PHIL 302 and 311. **Prerequisite:** One philosophy course/consent of instructor. **Three hours per week.**

312. EASTERN PHILOSOPHIES 3 hours credit

Philosophical view of our four major Eastern thought systems (Confucianism, Taoism, Hinduism, Buddhism). Emphasis on the problems of what it is to be a self and how the self is related to other selves, nature and a transcendent ground of being. Concludes by examining some contemporary attempts to integrate Eastern visions and concepts into Western philosophy. **Three hours per week. Meets General Education IB.**

313. STUDIES IN THE HISTORY OF PHILOSOPHY 3 hours credit

Intensive study of a major thinker, period or theme in the history of philosophy. May be repeated for credit under different subtitles. **Prerequisite:** One philosophy course. **Three hours per week.**

314. SEMINAR IN THE HISTORY OF PHILOSOPHY 3 hours credit

Intensive study of an issue or theme that traces its development throughout the history of philosophy. **Prerequisites:** Two philosophy courses and consent of instructor. **Three hours per week.**

315. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE 3 hours credit

Identification, analysis and evaluation of contemporary problems resulting from the new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, experimentation, social control, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students cannot receive credit for both NURS 325 and PHIL 315. **Three hours per week. Meets General Education IB.**

316. PHILOSOPHY AND FEMINISM 3 hours credit

Examines the theoretical basis of several traditions which define women as "other" or "special" or "different from" the human standard (male), along with some of the social and personal consequences this has. Also looks at contemporary redefinitions of what it is to be female/male/human and the rights and obligations that logically follow from legal and social recognition of woman's full humanity. **Three hours per week. Meets General Education IB.**

318. ENVIRONMENTAL RESPONSIBILITY 3 hours credit

Focus on two central questions: How does our manner of encountering nonhuman entities affect how they become meaningful for us? How might we best formulate our obligations to the earth's diverse ecosystems and the creatures populating them? Satisfies General Education IB. **Three hours per week. Meets General Education IB.**

319. LAW AND MORALITY 3 hours credit

Examination of the philosophical issues that arise in thinking about the law, such as: What is the relationship between morality and the law? What kind of equality does the Constitution guarantee? What makes an act a crime? Classic and contemporary theories of law, as well as recent legal cases, are also discussed. **Three hours per week. Meets General Education IB.**

320. AFRICAN-AMERICAN PHILOSOPHY 3 hours credit

Focuses on the philosophical issues addressed in African-American thought, including the meaning of human dignity, whether rage or love is the appropriate response to injustice, the role of race in developing one's sense of personal identity, the nature of political community, and the importance of music, poetry, etc. as expressions of one's self. **Three hours per week. Meets General Education IB.**

321. LOVE, MARRIAGE AND FAMILY: PHILOSOPHICAL REFLECTIONS 3 hours credit

Examines the nature of friendship, romantic love, parental responsibility and the relationship of sexuality and love. Special emphasis given to the moral responsibilities involved in these areas of life. **Three hours per week. Meets General Education IB.**

322. EXISTENTIALISM 3 hours credit

Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. Cannot receive credit for both PHIL 322 and 403. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

325. PHILOSOPHY OF RELIGION 3 hours credit

Promotes understanding of religious experience by focusing on a variety of its aspects, such as worship, prayer, vocation, mysticism, secularity and the encounter with evil. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

326. A PHILOSOPHY OF REVERENCE 3 hours credit

Studies Plato's text, the *Republic*, and its major themes: the nature of wisdom, justice, art, good government, the soul and obedience to transcendent values. **Prerequisite:** One philosophy course or consent of instructor. **Three hours lecture per week.**

328. TRAGIC AND COMIC VIEWS OF LIFE 3 hours credit

Examines various kinds of comic experience. Special attention given to the relationship between tragedy and comedy and to absurdist and religious views about the meaning of human life as a whole. **Prerequisite:** One philosophy course or consent of instructor. **Three hours lecture per week.**

330. THEORY OF KNOWLEDGE 3 hours credit

Examines the sources, types, methods, structure and validity of knowledge. A study is made of classical, modern and contemporary sources of meaning, truth and perception giving students an acquaintance with, and appreciation of, the scope and limits of knowledge. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

335. PHILOSOPHY OF SCIENCE 3 hours credit

Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. Cannot receive credit for both PHIL 335 and 406. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

399. HONORS INTERDISCIPLINARY STUDIES 3 hours credit

Examines topics of broad trans-disciplinary scope and interest in conjunction with one or more other departments. Cross-listed with the departments of Sociology and Political Science; may be taken twice for credit under different subtitles. **Prerequisite:** Permission of Honors Program director. **Three hours per week.**

402. THE PROBLEM OF GOD 3 hours credit

Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

405. CONTEMPORARY CONTINENTAL PHILOSOPHY 3 hours credit

Treats questions raised by philosophers writing in the wake of Heidegger and the existentialist tradition. Areas of discussion include feminism, foundationalism, embodiment, psychoanalysis, deconstruction, epistemology, ethics and theology. **Prerequisites:** Two philosophy courses or consent of instructor. **Three hours per week.**

408. METAPHYSICS 3 hours credit

Examines a variety of philosophical theories which propose a portrait of reality as a whole and are evaluated in terms of their ability to respond to ultimate questions we raise about being, matter and the absolute. Considers whether it is possible for us to achieve a comprehensive knowledge of reality. Cannot receive credit for both PHIL 306 and 408. **Prerequisite:** Two philosophy courses or consent of instructor. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit

Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 101, 102 and one philosophy course or consent of instructor. **Three hours per week.**

475. SEMINAR IN PHILOSOPHY 3 hours credit

Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit

Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Up to three hours per week.**

Physical Education (PHEC)

103. SELF-DEFENSE 1 hour credit

Application of knowledge of pressure points and leverages in the protection of one's self. **Two hours per week.** *(P/F)*

105. BEGINNING SWIMMING 1 hour credit

Fundamental skills of swimming with emphasis on basic stroke and safety techniques. **Two hours per week.** *(P/F; fall semester only)*

106. PERSONALIZED HEALTH/FITNESS 3 hours credit

Study and practice of principles that affect human health. Emphases on physical fitness, stress management, nutrition and weight control with specific personalized techniques for optimizing health. **Four hours per week. Meets General Education IV.**

107. PERSONALIZED HEALTH/FITNESS II 1 hour credit

Provides students opportunities to explore additional physical activity experiences to achieve the health/fitness goals established in PHEC 106. **Prerequisite:** PHEC 106. **Two hours laboratory per week.** *(P/F)*

108. INTRODUCTION TO WELLNESS AND FITNESS 3 hours credit

Study and practice of wellness and fitness principles. Emphasis on demonstrating, implementing and assessing fitness components, such as cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Provides physical education and health professionals with skills and knowledge for lifelong wellness activities. Meets General Education IV for athletic training, health education and physical education majors. **Two hours lecture, three hours laboratory per week.**

121. BASKETBALL 1 hour credit

Fundamental skills, techniques, rules and strategy of basketball. **Two hours per week.** *(P/F; spring semester only)*

123. BEGINNING GOLF 1 hour credit

Fundamental skills, techniques, rules and strategy of golf. **Two hours per week.** *(P/F)*

125. RACQUETBALL 1 hour credit

Fundamental skills, rules and strategy of racquetball techniques. **Two hours per week.** *(P/F)*

126. BEGINNING TENNIS 1 hour credit

Fundamental skills, techniques, rules and strategy of tennis. **Two hours per week.** *(P/F)*

146. VOLLEYBALL 1 hour credit
Fundamental skills, techniques, rules and strategy of volleyball. **Two hours per week.** *(P/F)*

147. BADMINTON 1 hour credit
Fundamental skills, techniques, rules and strategy of badminton. **Two hours per week.** *(P/F)*

150. INTERMEDIATE TENNIS 1 hour credit
Thorough coverage of intermediate skills, strategy, rules and scoring through participation in the sport. **Two hours per week.** *(P/F)*

170. INTERMEDIATE SWIMMING 1 hour credit
Refines and increases the student's fundamental skills of swimming. Covers crawl stroke, elementary backstroke, breast stroke, sidestroke, inverted breast stroke, back crawl stroke, trudgeon, double trudgeon, trudgeon crawl, butterfly stroke and basic diving skills. **Prerequisite:** Beginning swimming/equivalent skill level. **Two hours laboratory.** *(P/F)*

185. INTRODUCTION TO ATHLETIC TRAINING 1 hour credit
Introduction to the educational and professional requirements necessary to become a certified athletic trainer. Exposure to the daily operations of an athletic training facility and the job responsibilities of all members of a sports medicine team. **Two hours lecture per week for first seven weeks of semester.**

203. LIFEGUARD TRAINING 1 hour credit
Study and application of the most current aquatic standards and techniques with emphasis on professionalism, prevention, surveillance, victim recognition, equipment-based rescues, CPR and aquatic-specific first aid training. American Red Cross certification awarded to those who meet requirements. **Prerequisite American Red Cross specifications:** 500-meter swim using breaststroke, sidestroke and freestyle; two minutes treading water using legs only; retrieval of an object from a minimum of 7 feet of water. **Two and a half hours per week.**

205. WATER SAFETY INSTRUCTOR 2 hours credit
Preparation for teaching aquatic skills. Emphasis on skill development, learning theories, teaching methods and aquatic safety. **Prerequisite:** Satisfaction of American Red Cross Level VI entry standards. **Two and a half hours per week.**

210. SCUBA DIVING 3 hours credit
Fundamental skills, techniques, knowledge and laws of scuba diving. Emphasis on safety and recreational diving. **Prerequisite:** PHEC 105/equivalent skill level. **Three hours per week.**

229. TECHNIQUES AND STRATEGIES OF ADVANCED GYMNASTICS 1 hour credit
Application of basic tumbling skills and fundamentals of gymnastics. Analysis of teaching methods, lesson planning and progression. Emphasis on advanced skills and organization. **Two and one-half hours per week.**

235. FOUNDATIONS OF PHYSICAL EDUCATION 3 hours credit
Introduction to the historical and philosophical foundations of physical education, fitness and sport. Includes instructional and self-assessment strategies in preparation for engagement in professional practice. **Three hours per week.**

237. EXERCISE LEADERSHIP 3 hours credit
Comparison of fitness programs currently offered in community settings. Emphasis on leading exercise for individuals and groups within these settings. Credit cannot be received for both PHEC 237 and PHEC 482. **Prerequisite:** PHEC 108. **Three hours per week.**

240. TECHNIQUES AND STRATEGIES OF AQUATIC PROGRAMS 1 hour credit
Application of fundamental skills in basic swimming strokes, diving skills and water safety. Analysis of teaching methods, history and introduction to scope of aquatics and aquatic programming. **Prerequisite:** Intermediate swimming ability. **Two and one-half hours per week.** *(fall semester only)*

260. TEAM SPORTS ACTIVITIES 3 hours credit
Overview of selected sports and activities designed for group participation. Emphasis on knowledge and competencies which prepare students to become effective teachers of physical activities. Cannot receive credit for both PHEC 344 and 260. **Three hours per week.** *(spring semester only)*

261. INDIVIDUAL AND DUAL-SPORT ACTIVITIES 3 hours credit
Overview of a number of individual activities and sports. Emphasis on knowledge and competencies which prepare students to become effective teachers of physical activities. Cannot receive credit for both PHEC 345 and 261. **Three hours per week.**

275. INSTRUCTIONAL STRATEGIES FOR PHYSICAL EDUCATION 3 hours credit
Introduction to management and organization strategies specific to teaching physical education in grades K-12. Content includes rationale for skill progressions, scope and sequence of physical education curriculum, and program planning. **Prerequisite:** PSYC 101. **Three hours per week.** *(spring semester only)*

290. SELECTED STUDIES IN PHYSICAL EDUCATION 1-2 hours credit
Provides opportunities for short-term needs of students and/or faculty. Affords avenue for course experimentation and innovation at the introductory level. May be repeated under different subtitles for a maximum of six credits.

291. INDEPENDENT STUDY 1-3 hours credit
Independent study of issues in physical education. May be repeated for a maximum of six hours. **Prerequisite:** Consent of instructor and department chair.

313. PREVENTION AND TREATMENT OF ATHLETIC INJURIES 3 hours credit
Analysis of the importance of training in preventing injuries, diagnosis and treatment of injuries, first aid techniques and procedures. **Three hours per week.** *(fall semester only)*

317. NUTRITION, HEALTH AND HUMAN PERFORMANCE 3 hours credit
Examines human metabolism in relation to health and human performance. Analysis of nutrient pathways from ingestion, digestion, absorption and utilization provides the foundation for an understanding of nutrition, weight control, eating disorders and thermoregulatory processes. **Prerequisite:** BIOL 217. **Three hours per week.**

320. ATHLETIC TRAINING PROCEDURES 2 hours credit
Detailed procedures necessary for completion of athletic injury evaluation and documentation. **Prerequisites:** PHEC 185, 313, admission to the Athletic Training Education Program. **Two hours per week.**

330. ATHLETIC COACHING 3 hours credit
Introduction to the principles and practices of coaching. Emphasis on educational and motivational variables present in the medium of athletics. **Prerequisite:** PSYC 101. **Three hours per week.** *(spring semester only)*

340. ADAPTED PHYSICAL EDUCATION 3 hours credit
Survey of types of individuals who could benefit from individualized physical education, with the study of corrective and recreational activities appropriate for teaching the handicapped. Teaching methods, class organization and program planning. **Prerequisite:** Admission to Physical Education Teaching Track. **Two lectures, one one-hour laboratory per week.**

350. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION 3 hours credit
Process of evaluation in physical education using basic concepts found in simple statistical procedures. Development of the ability to read and evaluate current research literature within the discipline. Practical experience in administering and evaluating physical tests. **Prerequisite:** High school Algebra I or equivalent. **Three hours per week.**

352. MOTOR LEARNING 3 hours credit
Study of motor skill performance and learning. Topics include information processing, motor programs, individual differences, transfer, practice organization and feedback. Credit cannot be received for both PHEC 352 and 255. **Prerequisite:** PSYC 101, junior standing or consent of instructor. **Three hours per week.**

369. CAMPING AND BACKPACKING 3 hours credit
Instruction, preparation and participation in camping and backpacking activities. Emphasizes knowledge, skills and attitudes for outdoor pursuits and encourages awareness and respect for the natural environment. **Prerequisite**: HLTH 102. **Three hours per week**. *(fall semester only)*

370. CAMP LEADERSHIP 3 hours credit
Study of the history, objectives and trends of organized camping, organization of resident camps, techniques of camps counseling, program planning and camp program activities and an introduction to campcraft skills. **Three hours per week.** *(spring semester only)*

375. THERAPEUTIC EXERCISE IN ATHLETIC TRAINING 4 hours credit
Theories and concepts essential in conditioning, reconditioning and rehabilitation of athletic injuries. Students gain an understanding of trauma and the healing process and how these affect decisions made in the initiation and progression of a rehabilitation program. **Prerequisites:** PHEC 313, BIOL 215, 216 or consent of instructor. **Three hours lecture, two hours laboratory per week.**

380. THERAPEUTIC MODALITIES 4 hours credit
Study of modalities used in athletic training. Topics include physics, physiological effects, indications and contraindications, and ways pain interpretation affects the modality chosen. **Prerequisites:** BIOL 215, 216, PHEC 313 or consent of instructor. **Three hours lecture, two hours laboratory per week.**

381. ASSESSMENT OF THE UPPER BODY 3 hour credit
Teaches detailed evaluation skills necessary for assessment of upper body athletic injuries. **Prerequisite:** PHEC 185, 313 or consent of instructor. **Three hours per week.**

382. ASSESSMENT OF THE LOWER BODY 3 hours credit
Teaches detailed evaluation skills necessary for assessment of lower body athletic injuries. **Prerequisite:** PHEC 185, 313 or consent of instructor. **Three hours per week.**

406. ADMINISTRATION AND ORGANIZATION 3 hours credit
Problems of administration structure and procedures, program planning, organization of physical education classes and departments, and organization of athletic programs. May be offered for undergraduate or graduate credit. **Prerequisite:** Admission to Physical Education Teaching Track. **Three hours per week.**

407. ADMINISTRATION AND ORGANIZATION FOR ATHLETIC TRAINING 3 hours credit
Develops an understanding of administrative structure, policies and procedures for athletic training programs in various settings. **Prerequisites:** PHEC 185, 313 or consent of instructor. **Three hours per week.**

408. MOVEMENT EDUCATION 3 hours credit
Analysis of the elements of human movement with practical applications to the teaching of physical education in grades K-12. Methods, materials, historical development, readings, practice. **Prerequisite:** PHEC 250 or consent of instructor. **Three hours per week.**

413. ADVANCED TRAINING AND SPORTS MEDICINE 3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed PHEC 313 or an equivalent. May be offered for undergraduate or graduate credit. **Three hours per week.** *(spring semester only)*

414. GENERAL MEDICAL CONDITIONING IN ATHLETIC TRAINING 3 hours credit
Teaches detailed evaluation skills necessary for assessment and recognition of general medical conditions and pharmacologic applications of the physically active. **Prerequisites:** PHEC 313, 381, 382 and admission to the Athletic Training Education Program. **Three hours per week.**

415. CLINICAL ROTATION IN ATHLETIC TRAINING 3 hours credit
Exposes students to clinical situations which enhance their understanding of the etiologies pertaining to injuries, both athletic and nonathletic. Topics include recognition, treatment, care and rehabilitation of injuries. May be offered for undergraduate or graduate credit. **Prerequisites:** PHEC 313, 413; HLTH 201. **Two hours lecture, seven hours clinical per week.** *(spring semester only)*

432. EXERCISE PHYSIOLOGY 4 hours credit
In-depth study of changes that occur due to acute and chronic exercise. Emphasis on circulatory, nervous and muscular systems. **Prerequisites:** BIOL 215, 216. **Five hours per week.**

433. KINESIOLOGY 4 hours credit
Examination of the structure and function of the human body and the mechanical principles affecting its movement. Review of the musculoskeletal system followed by an in-depth study of how human movement occurs. Presentation of nomenclature of the body planes, axes and movement. **Prerequisites:** PHEC 432. **Five hours per week.**

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION 3 hours credit
Interaction of physical education (sports) with the psychology and sociological development of the individual. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

462. EXERCISE PHYSIOLOGY, AGING AND SPECIAL POPULATIONS 3 hours credit
In-depth study of changes that occur due to acute and chronic exercise and the influence of aging on these processes. Examination of bioenergetics, fuel metabolism, neuromuscular, endocrine and cardiorespiratory physiology with emphasis on differences among those individuals with various medical conditions. **Prerequisite:** PHEC 432. **Three hours per week.**

472. ADVENTURE-BASED LEADERSHIP EDUCATION 3 hours credit
Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. May be offered for graduate credit. Cannot receive credit for

both PHEC 372 and PHEC 472. May be offered for undergraduate or graduate credit. **Prerequisites:** HLTH 102, junior standing. **Three hours per week.**

479. PRACTICUM 3-12 hours credit
Supervised internship or field placement in the area of human movement studies providing opportunities for experiential learning at an advanced level. Students pursue full-time professional assignments with an agency or organization which provides services related to the students' preparation in physical education. Credit for the practicum may range from three to 12 credits per semester, depending upon the experience. May be repeated for a total of 12 credit hours. **Prerequisites:** Senior status, completion of all core requirements.

480. SEMINAR 1 hour credit
Complements the practicum experience (PHEC 479). Students meet weekly to consider problems and issues encountered in the practicum. Encourages the synthesis of theory and practice through specific assignments and exercises chosen by the instructor. **Prerequisites:** Senior status, completion of core requirements. **One hour per week.**

481. STRESS TESTING AND EXERCISE PRESCRIPTION 3 hours credit
Presents practical as well as theoretical knowledge about the various modes and protocols used in graded exercise testing, basic electrocardiography and exercise prescription based on testing results. **Prerequisites:** PHEC 432, 433. **Three hours lecture per week.** *(fall semester only)*

490. SELECTED TOPICS IN PHYSICAL EDUCATION 1-3 hours credit
Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of instructor.

491. INDEPENDENT STUDY 1-3 hours credit
Advanced independent study of issues in physical education. May be repeated for a maximum of six hours. **Prerequisite:** Consent of instructor and department chair.

Physics (PHYS)

100. PHYSICS IN THE MODERN WORLD 4 hours credit
Survey of major areas of physics. Topics include motion, forces, waves, light, sound, heat, electricity, magnetism, quantum phenomena and relativity. One-semester course intended for non-science majors. Not open to students with credit in PHYS 121 or 211 or 221. **Three hours lecture, one two-hour lab per week. Meets General Education IIIA or IIIB.**

101. PHYSICAL SCIENCE 4 hours credit
Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** MATH 103 or 104 or college algebra. **Three hours lecture and two hours lab per week. Meets General Education IIIA or IIIB.**

107. OBSERVATIONAL ASTRONOMY 1 hour credit
Introduction to the use of various tools to study celestial objects, including experience with telescopes, spectroscopes, a planetarium and microcomputers. **Prerequisite:** PHYS 106. **One two-hour lab per week plus some night observations.**

108. INTRODUCTION TO ASTRONOMY 4 hours credit
Survey of modern astronomy for non-science majors. Basic physics concepts utilized to study the night sky, light, optics and telescopes, planets, the moon and sun, stars nebulae, galaxies and the universe. Some night observations required. May not be taken for credit if student already has credit for PHYS 106. **Three hours lecture, one two-hour lab per week. Meets General Education IIIA or IIIB.**

111. INTRODUCTION TO ENGINEERING AND PHYSICS 1 hour credit
Required for first semester freshmen students who have declared a physics and/or engineering major. This option is open also to any freshman expressing an interest in physics and/or engineering. Must be concurrently registered for the appropriate section of the New Student Experience Seminar. **Co-requisite:** GENL 001. **Two hours per week.**

121. GENERAL PHYSICS I 4 hours credit
Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, rotational motion, equilibrium, conservation laws and fluids. Not intended for physics or chemistry majors. **Prerequisite:** College algebra. **Three hours lecture, one two-hour lab per week. Meets General Education IIIA or IIIB.**

123. GENERAL PHYSICS II 4 hours credit
Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics. **Prerequisite:** PHYS 121. **Three hours lecture, one two-hour lab per week. Meets General Education IIIB.**

211. MAJOR CONCEPTS IN PHYSICS 3 hours credit
Integrated study of the major concepts of physics designed as a first course for physics and related majors. Topics drawn from classical mechanics, electromagnetism, quantum mechanics and relativity. **Co-requisite:** MATH 201. **Four hours lecture/activity per week.**

221. PHYSICS I 4 hours credit
Introductory course in mechanics for students majoring in physics, chemistry and engineering. Topics include single particle kinematics and dynamics, multiparticle systems, rotational motion, oscillations, waves and sound. Spring section intended for physics majors. **Prerequisite:** MATH 201. **Six hours lecture/activity per week. Meets General Education IIIA and IIIB.**

223. PHYSICS II 4 hours credit
Continuation of introductory physics. Topics include: electrostatica, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geometrical and wave optics. **Prerequisites:** PHYS 221; MATH 202 (prereq/coreq). **Six hours lecture/activity per week.**

309. MATHEMATICAL PHYSICS 3 hours credit
Survey of the most important mathematical tools of classical physics. Topics include coordinate systems, complex algebra, matrix algebra, Fourier series and applications, differential equations (wave equation, Schrodinger's equation) and vector calculus (gradient, divergence, curl, Stoke's theorem, Green's theorem). Credit may not be received for both MATH/PHYS 309. **Co-requisites:** PHYS 223, MATH 310. **Four hours lecture/activity per week.**

311. ELECTRICAL CIRCUITS AND ELECTRONICS 4 hours credit
Survey of basic principles of electric circuits and modern electronics. Topics include AC and DC circuits, Thevenin's and Norton's theorems, transient analysis, power supplies, diodes and transistors, operational amplifiers and an introduction to circuit simulation programs. **Prerequisite:** PHYS 223. **Co-requisite:** MATH 311. **Three hours lecture, one three-hour lab per week.**

313. INTRODUCTION TO MODERN PHYSICS 3 hours credit
Survey of physics concepts developed since 1880. Topics include blackbody radiation, photoelectric effect, special relativity, quantization, uncertainty principle and introductory atomic, nuclear and solid state physics. **Prerequisite:** PHYS 223. **Four hours lecture/activity per week.**

314. MECHANICS 3 hours credit
Theory and application of Newtonian mechanics with an introduction to the Lagrange formalism. Major topics include kinematics and dynamics of single particles and systems of particles, rigid bodies, noninertial reference frames and the simple harmonic oscillator. **Prerequisites:** PHYS 223, MATH 311. **Four hours lecture/activity per week.**

315. ELECTRICITY AND MAGNETISM 3 hours credit
Study of electricity and magnetism. Topics include Coulomb's law, electric and magnetic fields, electromagnetic induction, Maxwell's equations and an introduction to electromagnetic waves. **Prerequisites:** PHYS 223, MATH 311. **Four hours lecture/activity per week.**

316. INTRODUCTION TO QUANTUM MECHANICS 3 hours credit
Introduction to the principles of quantum mechanics. Topics include wave mechanics, Schrodinger's equation, Fourier techniques, operator formalism, correspondence and uncertainty principles, harmonic oscillator and hydrogen atom. **Prerequisites:** PHYS 313, 314. **Four hours lecture/activity per week.**

317. ASTROPHYSICS AND STELLAR ASTRONOMY 3 hours credit
Physical and mathematical principles applied to the study of astronomy, binary stars, stellar structure and evolution, galactic and extragalactic astronomy, quasars and cosmology. No prior knowledge of astronomy required. **Prerequisite:** PHYS 223. **Four hours lecture/activity per week.**

318. SEMICONDUCTOR PHYSICS 3 hours credit
Mathematical treatment of the theory of conduction in solids with particular attention to semiconductors. Topics include band theory of solids, conduction in metals and crystals, intrinsic and extrinsic semiconductors, two-terminal and three-terminal devices. **Prerequisites:** PHYS 313, MATH 311. **Four hours lecture/activity per week.**

319. THERMODYNAMICS AND STATISTICAL MECHANICS 3 hours credit
Introduction to statistical mechanics and thermodynamics. Topics include laws of thermodynamics, paramagnetism, heat capacity of solids, perfect classical gas, phase equilibria and perfect quantal gas. **Prerequisites:** PHYS 309, 314. **Three hours lecture per week.**

320. WAVE OPTICS 3 hours credit
Study of light as a wave phenomenon. Topics include nature of light, propagation, reflection, refraction, interference, diffraction, lasers and holography. **Prerequisites:** PHYS 223, MATH 311. **Four hours lecture/activity per week.**

321. ANALOG ELECTRONICS 3 hours credit
Study of analog electronic devices and systems. Topics include operational amplifiers, active filters, oscillators and function generators, linear integrated circuits. **Prerequisite:** PHYS 311. **Four hours lecture/activity per week.**

322. DIGITAL ELECTRONICS 4 hours credit
Study of the basic concepts of digital electronics, with emphasis on modern TTL and CMOS integrated circuits. Topics include gates, combinational and sequential logic circuits, flip-flops, counters, shift registers, multiplexers, decoders and multivibrators. **Prerequisite/co-requisite:** PHYS 223. **Three hours lecture, one three-hour lab per week.**

407. SENIOR LABORATORY 3 hours credit
Exploration of physics through experimentation. Topics include atomic, nuclear and solid state physics; electricity and magnetism, mechanics, optics; and thermodynamics. **Prerequisites:** PHYS 311, 313. **Four hours lecture/activity per week.**

410. ADVANCED MATHEMATICAL PHYSICS 3 hours credit
Survey of advanced mathematical topics used in physics, including linear operators, functions of a complex variable, partial differential equations, Hilbert spaces and group theory. **Prerequisites:** PHYS 309, MATH 311. **Four hours lecture/activity per week.**

411. MICROPROCESSOR ARCHITECTURE 3 hours credit
Study of the basic architecture and design of common integrated circuit microprocessors. Emphasis on the electrical operating characteristics, supporting electronics, interfacing and instruction sets. Laboratory experiments include study of the bus structures, timing, addressing and input/output of one or more microprocessors. Simple machine language routines developed. **Prerequisite:** PHYS 322. **Four hours lecture/activity per week.**

412. MICROCOMPUTER INTERFACING 3 hours credit
Advanced study in techniques of interfacing microcomputers to monitor and control external devices. Topics include parallel and serial ports; analog-to-digital and digital-to-analog converters; measurement of temperature, light and motion; motor control; telecommunications. Laboratory experiments include building interfaces and developing the associated software. **Prerequisite:** PHYS 321, 411. **Four hours lecture/activity per week.**

414. ADVANCED MECHANICS 3 hours credit
Advanced study of Newtonian mechanics based on concepts introduced in PHYS 314. Topics include Lagrangian and Hamiltonian formalism, calculus of variations, rigid bodies, small oscillations, fluid mechanics. **Prerequisite:** PHYS 314. **Three hours lecture per week.**

450. INTERNSHIP/CO-OP IN PHYSICS 3 hours credit
Work experience in which qualified students use knowledge of physics in a professional setting. Students summarize experiences in written reports with seminar presentations. **Prerequisites:** Twenty hours of physics, consent of instructor. **Six hours per week.**

475. CAPSTONE DESIGN PROJECT 3 hours credit
Application of classroom learning to a real-world problem. Projects involve application of electronics and computers: e.g. robotics, CAD/CAM, microcontrollers, environmental monitoring, DSP, ASIC design, microwave and communication circuits, mechatronics and process control. **Prerequisite:** PHYS 412 or consent of instructor.

490. RESEARCH IN PHYSICS 3 hours credit
Research project in one of the areas of physics chosen, designed and carried out by student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation required. **Prerequisites:** Forty hours of physics, senior standing, department approval.

499. SPECIAL TOPICS IN PHYSICS 3 hours credit
Study of a specific area of physics. Topic varies semester to semester. May be taken twice for credit. **Three hours lecture per week or lab-lecture equivalent.**

Political Science (POSC)

101. INTRODUCTION TO POLITICS AND GOVERNMENT 3 hours credit

Introduction to the study of political science that discusses the nature of politics, the role of government in society and the processes involved in the governing of humans. **Three hours per week. Meets General Education IIB.**

102. CONTEMPORARY ISSUES 3 hours credit

Examines how the American political system responds to major issues facing the nation. The politics of recent issues such as civil rights, Watergate, the environment and the energy crisis, along with current issues, discussed in detail. **Three hours per week. Meets General Education IIB.**

110. AMERICAN NATIONAL GOVERNMENT 3 hours credit

Comprehensive examination of the American political process which analyzes the role of the Constitution, the organization and function of the presidency, Congress, Supreme Court, political parties and interest groups and the distribution of power within American society. **Three hours per week. Meets General Education IIB.**

200. POLITICAL IDEOLOGIES 3 hours credit

Analysis of political ideologies, emphasizing their role as both justifications for and radical critiques of existing social, economic and political structures and processes. Covers a number of ideologies, including fascism, liberalism, socialism and communism. **Three hours per week. Meets General Education IIB.**

202. STATE AND LOCAL GOVERNMENT IN THE UNITED STATES 3 hours credit

Examination of state and local governments in terms of how political power is organized and policies adopted. Focuses on forms of governing that encourage citizen participation. **Three hours per week. Meets General Education IIB.**

204. TOPICS IN POLITICAL SCIENCE 3 hours credit

Analysis of recent international or national issues which helps students understand the complex contemporary political environment. May be taken twice under different course titles recorded with the registrar. **Three hours per week. Meets General Education IIB.**

210. INTRODUCTION TO INTERNATIONAL RELATIONS 3 hours credit

Introduces students to contemporary issues in world affairs: state creation and "failed" states, balance of power, wars, nuclear proliferation and arms control. Addresses global trade, monetary, development and environmental problems, as well as regional integration and the role of the World Bank and MNCs. Examines the use of international law, diplomatic negotiation and the UN to resolve international conflicts. **Three hours per week. Meets General Education IIB.**

213. WAR AND PEACE IN THE MIDDLE EAST 3 hours credit

Introduction to the causes of interstate conflict in the Middle East and to the opportunities for peace in the region. Examines the impact of Great Power competition, the regional balance of power, the rise of religious fundamentalism and the struggle for control of resources. Includes an analysis of the Arab-Israeli conflict, as well as other examples of conflict and accommodation in the region. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

215. AMERICAN FOREIGN POLICY 3 hours credit

Emphasizes areas of foreign policy: the individuals, organizations and procedures involved in foreign policy making; the major approaches of U.S. foreign policy; and current issues. **Three hours per week. Meets General Education IIB.**

230. JUDICIAL PROCESS AND POLITICS 3 hours credit

Examines the structure and role of courts in the American political process. State and federal court systems and the role of judges are explored. Emphasis is on how courts function within the legal and political environment while acting as policy makers. **Three hours per week.**

260. POLITICS OF THE CHESAPEAKE BAY 3 hours credit

Practical look at the politics in the management, use and regulation of the Chesapeake Bay. Focus on the interdisciplinary nature of problem solving and the establishment and implementation of environmental policy for the Chesapeake Bay and its watershed. Comparison with Coastal Bays included. **Three hours per week. Meets General Education IIB.**

300. METHODS OF EMPIRICAL POLITICAL ANALYSIS 4 hours credit

Focuses on student-developed research projects that utilize the scientific method and the collection and analysis of quantitative data, especially public opinion polls. The use of computers and statistics in political science research emphasized. **Prerequisites:** POSC 101 or 110, junior/senior standing. **Three hours lecture, one two-hour laboratory per week.**

301. POLITICAL PARTIES AND PRESSURE GROUPS 3 hours credit

Descriptive and analytical examination of American political parties and pressure groups with attention to political socialization and voting behavior. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

310. COMPARATIVE EUROPEAN GOVERNMENT 3 hours credit

Comparative study of the government systems, political processes, leadership, political parties, elections and current political issues in Britain, France and Germany and an overview of the European community. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

311. COMPARATIVE GOVERNMENT OF DEVELOPING NATIONS 3 hours credit

Comparative study of the historical backgrounds, ideological foundations, leadership, opposition groups, political processes and current issues in the governmental systems of selected developing countries. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

313. COMPARATIVE POLITICS OF THE MIDDLE EAST 3 hours credit

Examines the conditions and variables that affect the content and conduct of politics within the states of the Middle East with an emphasis on the impact of socio-economic factors, culture, religious belief systems, gender roles, ethnic and national identities, secular ideologies, and foreign penetration upon political behavior in the region. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

315. THE PRESIDENCY IN AMERICAN POLITICS 3 hours credit

Helps students develop a deeper understanding of the American presidency's relationship to other governmental and nongovernmental institutions in the American political system. Particular attention paid to the implications and consequences of these relationships for democratic society. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

320. PUBLIC POLICY ANALYSIS 3 hours credit

In-depth study of the governmental decision-making process within the American federal government. Provides students with an explanation of the primary governmental activities associated with the basic steps in the policy-making process. Some of these steps include policy formulation, implementation and evaluation. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

330. AMERICAN CONSTITUTIONAL DEVELOPMENT 3 hours credit

Study of the principles, nature and meaning of the U.S. Constitution as determined by the holdings and opinion of the Supreme Court. Emphasis on the historical development of the Constitution and a study and analysis of the U.S. court system, judicial review, separation of powers, commerce powers and powers of Congress and the president. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

340. POLITICAL SCIENCE INTERNSHIP 3-9 hours credit

Helps students learn about political behavior and policy problems as participant-observers in a government organization at the national, state or local level. **Prerequisite:** POSC 101 or 110, permission of instructor. *(P/F)*

341. POLITICAL SCIENCE INTERNSHIP SEMINAR 3 hours credit

Places an intern's work experience within a broader, analytical perspective. Interns thoroughly examine existing research on the relevant governmental agency and relate the findings of this research to their own internship experiences. Designed to be taken with POSC 340. **Prerequisite:** POSC 101 or 110, permission of instructor.

360. ENVIRONMENTAL POLICY 3 hours credit

Overview of national and global environmental policies in the U.S. Examines individual policies including their content, their adoption, the regulatory process and their effect on environmental quality. Role of the political actors and the political process in environmental policy-making explored. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IIB.**

370. DEMOCRACY 3 hours credit

Explores both the idea of democracy and its possibilities for realization in human society. Advocates and critics of democracy, both old and contemporary, are examined. **Prerequisite:** POSC 101 or 110. **Three hours lecture per week.**

390. INTERNATIONAL FIELD STUDY 3-6 hours credit

On-site study of the politics, history, economy and culture of selected countries. Work in the field preceded by pre-tour lectures and readings. May be repeated once for credit. Number of credits offered to be determined by the department.

399. HONORS INTERDISCIPLINARY 3 hours credit

Examines topics of broad trans-disciplinary scope and interest in conjunction with one or more other departments. **Three hours per week.**

401. POLITICAL THEORY 3 hours credit

Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. May be offered for undergraduate or graduate credit. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

409. CAUSES OF WAR 3 hours credit

Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? May be offered for undergraduate or graduate credit. **Prerequisite:** Junior/senior standing. **Three hours per week. Meets General Education IIB.**

411. INTERNATIONAL LAW 3 hours credit

Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. May be offered for undergraduate or graduate credit. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

413. INTERNATIONAL POLITICAL ECONOMY 3 hours credit

Examines the most important economic issues in the current global economy and compares and contrasts liberal, statist and Marxist theories of international political economy. Topics include the debate over globalization, the formation and operation of regional economic blocks, the goal of sustainable development and the challenge of transition in post-socialist societies. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

415. THE UNITED NATIONS SYSTEM 3 hours credit

Examines the history and evolution of the UN system. Focuses on the role of the UN in settling international disputes, providing international order and security, promoting decolonization, promoting human and political rights, and providing for economic and social development around the world. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

417. RUSSIA AND THE SOVIET UNION 3 hours credit

Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. May be offered for undergraduate or graduate credit. **Prerequisites:** POSC 101 or 110, junior/senior standing. **Three hours per week.**

430. THE CONGRESS IN AMERICAN POLITICS 3 hours credit

Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. May be offered for undergraduate or graduate credit. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

440. PUBLIC ADMINISTRATION 3 hours credit

Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. May be offered for undergraduate or graduate credit. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

450. CIVIL RIGHTS AND LIBERTIES 3 hours credit

Explores civil rights and liberties of the individual under the United States constitution, including freedom of religion, speech, press, right to privacy, and race and sex discrimination. **Prerequisite:** POSC 101 or 110. **Three hours lecture per week.**

460. ENVIRONMENTAL LAW 3 hours credit

Introduction to the legal system and principles of environmental law. Explores the nature and sources of environmental problems, evolution of the law and the legal system's response to environmental problems. Examines laws, regulations and court decisions designed to control specific environmental problems; protect public health, safety and resources; and provide international environmental controls. Students use the case study method of legal analysis. **Prerequisite:** Junior standing. **Three hours per week.**

480. STUDIES IN POLITICAL SCIENCE 3 hours credit

Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles recorded with the registrar. May be offered for undergraduate or graduate credit. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week.**

490. INDIVIDUAL RESEARCH 1-3 hours credit
Advanced students pursue their own research project under the direction of a faculty member, or assist a faculty member in a research project. Involves in-depth reading program or the collection and analysis of data from primary sources. May be repeated for a maximum of six credits with faculty approval; credit beyond three hours requires approval of the department chair. May be offered for undergraduate or graduate credit.

Psychology (PSYC)

101. GENERAL PSYCHOLOGY 3 hours credit
Survey of general principles underlying human behavior including study of the nervous system, perception, learning, emotion and personality. Experimental findings are applied to practical situations. **Three hours per week. Meets General Education IIB.**

211. PSYCHOLOGY AND SCIENTIFIC INFERENCE 3 hours credit
Designed for psychology majors. Topics include principles of experimental design, logic of hypotheses testing, reasoning through issues in psychology and effective critical thinking. **Prerequisite:** PSYC 101. **Three hours per week.**

215. PSYCHOLOGY APPLIED TO DAILY LIVING 3 hours credit
Designed to help students use psychology in their everyday lives so that they may understand and influence their own behavior and the behavior of others. Methods and techniques of behavior change discussed. **Prerequisite:** PSYC 101. **Three hours per week.**

220. PSYCHOLOGICAL STATISTICS 3 hours credit
Methods of design of psychological experiments and analysis of data. **Prerequisite or Co-requisite:** PSYC 211. **Three hours per week.**

300. DEVELOPMENTAL PSYCHOLOGY 3 hours credit
Survey of the characteristics of and theories explaining the physical, intellectual, social and emotional development of individuals throughout the life span. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

301. BIOLOGICAL BASIS OF BEHAVIOR 3 hours credit
Introduction to the biological basis of behavior with emphasis on the anatomy and physiology of nerve cells and the nervous system, the effects of drugs on the nervous system, and other introductory topics. **Prerequisites:** PSYC 101 and 211. **Three hours lecture per week.**

302. ABNORMAL PSYCHOLOGY 3 hours credit
Survey of the etiology, diagnosis and prognosis of neuroses, psychoses, psychosomatic disorders, transient situational maladjustments and personality disorders, with discussions of various treatment approaches. **Prerequisite:** PSYC 101. **Three hours per week.**

304. EXPERIMENTAL PSYCHOLOGY 4 hours credit
Study of the experimental method and its application to psychological research in both animals and humans. **Prerequisites:** PSYC 211, 220. **Three hours lecture, two hours laboratory per week.**

305. PSYCHOLOGY OF LEARNING 3 hours credit
Survey of the basic experimental facts and research related to learning. **Prerequisite:** PSYC 211, 301. **Three hours per week.**

306. SOCIAL PSYCHOLOGY 3 hours credit
Study of group behavior of humans with emphasis on the relation of the individual to the group. Mass reaction and judgement, group control and group influence on the individual area considered. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

313. DRUGS AND BEHAVIOR 3 hours credit
Examination of the use and misuse of drugs, both legal and illegal, from biological, historical, psychological, and social perspectives. **Prerequisite:** PSYC 101. **Three hours per week.**

320. PSYCHOLOGY OF INFANCY AND CHILDHOOD 3 hours credit
In-depth study of the implications of and issues surrounding the physical, intellectual, social and emotional development of children from conception to adolescence. **Prerequisites:** PSYC 101. **Three hours per week.**

321. PSYCHOLOGY OF ADOLESCENCE 3 hours credit
Study of physical, emotional and social development of the adolescent. **Prerequisite:** PSYC 101. **Three hours per week.**

322. PSYCHOLOGY OF AGING 3 hours credit
Study of selected topics in human development from early adulthood through old age. **Prerequisite:** PSYC 101. **Ten hours of volunteer work with the elderly per semester, three hours lecture per week.**

323. PSYCHOLOGY OF DEATH AND DYING 3 hours credit
Exploration of attitudes and behaviors related to death. Topics include the dying patient, suicide, bereavement, ethical issues, the funeral, etc. Emphasis on developing an understanding of self and death. **Prerequisite:** PSYC 101. **Three hours per week.**

325. PSYCHOLOGY OF SEXUALITY 3 hours credit
Introduction to the psychological theories and social research concerning human sexuality. Topics include gender roles, sexual attitudes and mores, sexual health, sexual abuse and other current issues. **Prerequisite:** PSYC 101. **Three hours per week.**

333. EFFECTIVE PARENTING 3 hours credit
Offers practical techniques for dealing with children, including effective communication with children of all ages and techniques for coping with inappropriate behavior in children. **Prerequisite:** PSYC 101. **Three hours per week.**

334. PSYCHOLOGY OF WOMEN 3 hours credit
Study of sex roles, sex differences, the causes of psychological problems of women and some methods of coping with the rapidly changing roles of both men and women. **Prerequisite:** PSYC 101. **Three hours per week.**

335. BASIC HELPING RELATIONS 3 hours credit
Focuses on counseling as a communication process. Topics include counseling relationships, verbal/nonverbal communication, helping stages and therapeutic intervention strategies. **Prerequisite:** PSYC 101. **Three hours per week.**

336. PSYCHOLOGY OF MEN 3 hours credit
Study of the psychological effects of the cultural roles assigned to males and of the impact of the transitions confronting men in the roles they assume. **Prerequisite:** PSYC 101. **Three hours per week.**

360. CLINICAL/COUNSELING PSYCHOLOGY 3 hours credit
Introduction to methods, techniques and theories in the practice of clinical/counseling psychology in a variety of settings. Current problems and issues confronting clinical and counseling psychologists are investigated. **Prerequisite:** PSYC 101. **Three hours per week.**

370. PSYCHOLOGY AND THE CRIMINAL JUSTICE SYSTEM 3 hours credit
Survey of the criminal justice system and its relationship to psychology. Topics include theories of crime; criminal personality; and roles of the victim, police officer, lawyers, judges, psychologists and special groups. Emphasis on sexual assault, crimes against children and the insanity defense. **Prerequisite:** PSYC 101. **Three hours per week.**

401. PHYSIOLOGICAL PSYCHOLOGY 3 hours credit
Presentation of advanced topics on physiological psychology including the morphological, neurochemical and physiological bases of behavior. Students may not receive credit for both PSYC 312 and 401. May be offered for undergraduate or graduate credit. **Prerequisites:** PSYC 211 and 301. **Three hours per week.**

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY 3 hours credit
Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 220 or consent of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE 3 hours credit
Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 306 or consent of instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY 3 hours credit
Survey of major theoretical approaches to the origin and development of human personality. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY 3 hours credit
Study of basic integrating theories of psychology. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 211, 302 or 407 or consent of instructor. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY 3 hours credit
Study of the effects of the environment on human behavior. Consideration given to such topics as organizational structure and climate, architecture, population density and urban stress. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 101. **Three hours per week.**

410. MULTICULTURAL ISSUES 3 hours credit
A study of the psychological impact of major cultural groups on the behavior, attitudes, thoughts and beliefs of individuals. May be offered for undergraduate or graduate credit. **Prerequisites:** PSYC 101 and junior status. **Three hours lecture per week.**

415. MOTIVATION AND EMOTION 3 hours credit
Survey of experimental findings and theory of processes that energize and direct behavior. May be offered for undergraduate or graduate credit. **Prerequisites:** PSYC 211, 301. **Three hours per week.**

423. DEVELOPMENTAL DISABILITIES 3 hours credit
Study of children who vary from the norm, including those with physical disabilities, mental disabilities and socio-emotional disturbances. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 320. **Three hours per week.**

430. APPLIED BEHAVIOR ANALYSIS 3 hours credit
Provides both a theoretical and data driven approach to behavioral engineering in the areas of industry, sports, education and behavior change in the areas covered under clinical psychology. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 101. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY 3 hours credit
Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. May be offered for undergraduate or graduate credit. **Prerequisite:** PSYC 211. **Three hours per week.**

446. FUNDAMENTALS OF HUMAN NEUROPSYCHOLOGY 3 hours credit
Introduction to brain/behavior relationships with emphasis on patients with known brain damage. Examines types of brain damage, related loss of function, neuropsychological assessment and course of recovery. **Prerequisites:** PSYC 301, junior status. **Three hours per week.**

450. SENSATION AND PERCEPTION 3 hours credit
Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. May be offered for undergraduate or graduate credit. **Prerequisites:** PSYC 211, 301. **Three hours per week.**

465. PRINCIPLES AND TECHNIQUES OF GROUP THERAPY 3 hours credit
Study of principles and techniques of group counseling/psychotherapy and their application. Includes a review of the psychological and historical development of group therapy and a study of the pertinent research. Discussions and role playing are important elements of this course. May be offered for undergraduate or graduate credit. **Prerequisite:** Advanced standing. **Three hours per week.**

480. ART, PSYCHOLOGY AND VISUAL PERCEPTION 3 hours credit
Students use principles of psychology and visual perception to develop increased understanding of the visual arts. Students cannot receive credit for both ART 480 and PSYC 480. **Prerequisites:** PSYC 101, a minimum total of six semester hours in art or psychology. **Three hours per week.**

485. PSYCHOLOGY PRACTICUM 3 hours credit
Provides psychology majors with training experience in a variety of clinical settings. Students may earn no more than six hours in undergraduate practicum courses. **Prerequisites:** Junior/senior psychology majors only and consent of instructor. **Minimum of two hours per week supervision, eight hours per week of field work.**

490. INDIVIDUAL DIRECTED STUDY 1-3 hours credit
Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of six credits. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY 1-3 hours credit
Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of six hours credit. May be offered for undergraduate or graduate credit.

497. RESEARCH IN PSYCHOLOGY 3 hours credit
Designed to introduce students to independent, original inquiry in questions of and mental processing using the scientific method. The course requires literature review, development of a hypothesis, selection of an appropriate research method, data collection and analysis, and research report writing under

the close supervision of a faculty mentor. Findings will be reported at a public, scientific forum. **Prerequisites:** PSYC 304, junior or senior status, consent of department chair and faculty mentor. **Three hours per week.**

503. CHILDHOOD PSYCHOPATHOLOGY 3 hours credit
A study of behavioral problems in children and young people, ranging from mild personality disorders to psychoses. Special consideration given to symptoms, etiology and treatment. **Prerequisites:** Master's degree student and consent of instructor. **Three hours per week.**

505. PERSONALITY ASSESSMENT 3 hours credit
Focuses on objective and projective personality assessment procedures, including questionnaires, situational tests, attitude scales and behavioral observation. **Prerequisites:** Admission to master's program in psychology or consent of program director, and PSYC 407. **Three hours per week.**

507. PSYCHOTHERAPY AND COUNSELING I 3 hours credit
The implications for the theory and practice of counseling that might be derived from psychodynamics and interpersonal and experiential sources are studied. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

508. PSYCHOTHERAPY AND COUNSELING II 3 hours credit
Acquaints the student with principles underlying learning and cognitive processes and their application to behavioral approaches to counseling and therapy. **Prerequisite:** PSYC 507 and consent of instructor. **Three hours per week.**

511. DIAGNOSTIC TESTS IN COUNSELING 3 hours credit
A study of diagnostic tests in counseling and their relationship to therapeutic procedures in order to better understand clients and improve effectiveness. **Prerequisite:** Master's degree student. **Three hours per week.**

513. ADULT PSYCHOPATHOLOGY 3 hours credit
Critical examination of issues related to the etiology, diagnosis and treatment of common and rare diseases. Emphasis on clinical decision making and diagnostic skills and understanding models of psychopathology. **Prerequisites:** Consent of instructor and PSYC 302 or equivalent. **Three hours per week.**

520. INDIVIDUAL INTELLIGENCE TESTING 3 hours credit
Focuses on various individual intelligence and behavioral observation tests of children and adolescents. Emphasizes the administration and the reporting of individual intelligence test results. **Prerequisites:** Admission to the master's program in psychology or consent of program director and PSYC 403 or EDUC 532. **Three hours per week.**

521. PSYCHO-EDUCATIONAL ASSESSMENT 3 hours credit
Focuses on theory, research findings and clinical applications of major testing instruments for the learning disabled, mentally retarded, emotionally disturbed and physically handicapped. **Prerequisite:** M.A. student. **Three hours per week.**

524. CLINICAL PRACTICUM I 3 hours credit
First in a two-part series of practicum experiences, this course is designed to provide students with actual training experience in a variety of clinical settings. Includes individual supervision and a weekly seminar on counseling processes and issues related to the roles and functions of counselors and psychometrists. **Prerequisites:** Admission to master's degree program in psychology; consent of instructor; and completion of PSYC 500, 544, 507, 508. **Minimum of 10 hours per week plus supervision.**

525. CLINICAL PRACTICUM II 3 hours credit
The second in a two-part series of practicum experiences, this course is designed to provide students with counseling and assessment practice with clients who have personal, social, vocational and educational concerns. Includes individual supervision and a weekly seminar on counseling processes and/or assessment issues consistent with the role and function of counselor or psychometrist. **Prerequisites:** Consent of instructor and PSYC 524. **Minimum of 10 hours per week plus supervision.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project for students in Master of Education program concentrating in psychology. **Prerequisite:** Consent of department chair.

531. THESIS 3 hours credit

544. CLINICAL INTERVENTION SKILLS 3 hours credit
Focuses on counseling as a communication process and covers such topics as the counseling relationships, verbal and nonverbal communication, helping stages, and therapeutic intervention strategies involved in the counseling process. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

555. EXPERIMENTAL DESIGN 3 hours credit
In order to provide students with the necessary research tools to adequately determine the effectiveness of various treatment approaches, this course focuses on the assessment of designs for research questions. **Prerequisite:** PSYC 560 or consent of instructor. **Three hours per week.**

560. STATISTICAL ANALYSIS OF EXPERIMENTS 3 hours credit
A coverage of the statistical procedures necessary to test hypotheses. Topics to be covered will include test of a single parameter and the differences between two or more parameters. **Prerequisite:** Master's degree student. **Three hours per week.**

566. ADVANCED GROUP THEORY AND PRACTICE 3 hours credit
Students receive training and knowledge in the areas of theoretical models for groups, techniques and exercises in facilitating the group process, practice in groups and self-analysis experiences. **Prerequisite:** PSYC 465. **Three hours per week.**

575. GRADUATE SEMINAR ON AGING 3 hours credit
An intensive survey of some aspects of human aging. Covers theories, retirement, middle age problems, work, leisure, physical aspects of aging, education and opportunities for the aged. Designed to make students sensitive to the needs of the aged. **Three hours per week.**

Respiratory Therapy (RESP)

210. FOUNDATION STUDIES IN RESPIRATORY THERAPY 3 hours credit
Introduction to respiratory therapy with emphasis on the physiologic basis of respiratory care. Covers basic principles, procedures and practices utilized in the profession. **Three hours lecture per week.**

300. SPECIAL TOPICS IN RESPIRATORY CARE 1-4 hours credit
Study of a selected area of respiratory care. Topic may vary semester to semester. Provides opportunity for curriculum innovation or meeting the special needs or interests of students. May be taken twice for credit under different subtitles. **Prerequisite:** Sophomore standing.

301. PATIENT CARE PROCEDURES 4 hours credit
Introduction to basic respiratory therapy procedures commonly utilized in providing patient care. Opportunity for practicing selected skills provided in the respiratory care laboratory. **Prerequisite:** Junior status, completion of General Education requirements, or consent of instructor. **Co-requisites:** RESP 302, 303. **Three hours lecture, two hours laboratory per week.**

302. BASIC RESPIRATORY PROCEDURES/ CLINICAL PRACTICUM 5 hours credit
Provides basic skills necessary for the application of medical gases, aerosol and humidity therapy, chest physiotherapy, airway management, incentive spirometry, intermittent positive pressure breathing, arterial blood gases, and cleaning and sterilization. **Prerequisites:** Admission to respiratory therapy major, junior status, completion of General Education and core requirements. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

303. CARDIOPULMONARY PHYSIOLOGY 3 hours credit
Study of cardiopulmonary physiology with emphasis on fluid and electrolyte balance, carbon dioxide and oxygen transport, acid-base regulation and the clinical significance of each. **Prerequisites:** Admission to respiratory therapy major, junior status, completion of General Education requirements, or consent of instructor. **Three hours lecture per week.**

304. CARDIOPULMONARY DISEASE 3 hours credit
Provides a pathophysiological presentation of cardiopulmonary disease and gives the student practitioner an understanding of disorders of cardiopulmonary structure and function as related to the clinical setting. A symptom/problem-based focus along with the development of decision trees and algorithms will assist students in understanding the pathophysiology of cardiopulmonary problems. This approach will provide the core of basic sciences and merge it with clinical subjects to reinforce learning through the acquisition of critical thinking skills based on broad, yet specific understanding of the clinical and pathologic aspects of cardiopulmonary dysfunction. **Prerequisite:** RESP 303 with C or better, or consent of instructor. **Three hours per week.**

321. ADVANCED RESPIRATORY CARE 4 hours credit
In-depth study of topics related to respiratory therapy in the critical care setting with laboratory experiences. Emphasis on mechanical ventilation, airway management, cardiopulmonary monitoring and cardiopulmonary assessment. **Three hours lecture, two hours laboratory per week.**

322. PHARMACOLOGY 3 hours credit
Investigation of pharmaceutical preparations employed in current medical practice with emphasis on those relevant to the respiratory care practitioner. **Prerequisites:** RESP 301, 302, 303 with C or better, or consent of instructor. **Three hours lecture per week.**

323. CLINICAL PRACTICUM II 5 hours credit
Supervised clinical experience in a variety of critical and noncritical settings designed to reinforce primary skills and develop secondary skills necessary for the practice of respiratory care. **Prerequisites:** Junior status; completion of RESP 210, 301, 302 and 303 with C or better, or consent of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

400. FUNDAMENTALS OF RESPIRATORY CARE RESEARCH 2 hours credit
Introduction to the fundamentals of research related to the profession of respiratory care. The course is designed to enhance communication skills of undergraduate respiratory therapy students for the purpose of writing and presenting research related to respiratory care. **Prerequisite:** Senior status or consent of instructor. **Two hours per week.**

401. NEONATAL AND PEDIATRIC RESPIRATORY CARE 3 hours credit
Survey of current techniques employed in the respiratory treatment of children from birth through adolescence. Special attention to neonatal physiology and abnormalities requiring respiratory care and to the pulmonary significance of select childhood diseases. **Prerequisites:** Senior status, completion of RESP 322 with C or better, or consent of instructor. **Two hours lecture, two hours laboratory per week.**

402. CARDIOPULMONARY DIAGNOSTICS AND REHABILITATION 4 hours credit
Study of the theory and techniques of cardiopulmonary diagnostic procedures, interpretations and clinical applications, as well as an overview of rehabilitative respiratory care techniques. **Prerequisites:** Senior status, completion of junior level respiratory therapy courses with a C or better, or consent of instructor. **Three hours lecture, three hours clinical practice per week.**

403. CLINICAL PRACTICUM III 5 hours credit
Supervised clinical experience in critical settings with special rotations through areas focusing on intensive care techniques and neonatal/pediatric respiratory care. **Prerequisites:** Senior status, completion of RESP 200- and 300-level courses with a C or better, or consent of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

404. MANAGEMENT PRACTICES IN HEALTH SERVICES 3 hours credit
Prepares students for managerial challenges encountered by leaders and the health care practitioners in health service organizations. Topics include managerial theory, personnel interviewing, selection and maintenance, quality control, audits and budget preparation. **Prerequisites:** Senior status, completion of RESP 322 with C or better, or consent of instructor. **Three hours lecture per week.**

420. RESPIRATORY CARE SEMINAR 3 hours credit
Study of the pathophysiology of diseases affecting the cardiopulmonary system with attention to common treatment. Small group discussion, case studies, computer simulations and frequent physician input allows students opportunity to test treatment ideas, challenge current regimes and understand the importance of appropriate respiratory care. **Prerequisites:** Senior status; completion of RESP 401, 402, 403, 404 with C or better, or consent of instructor. **Two hours lecture, two hours laboratory per week.**

421. STUDY IN RESPIRATORY CARE 2 hours credit
Faculty-guided study of an aspect of respiratory care of special interest to the student. **Prerequisites:** Senior status; completion of RESP 401, 402, 403, 404 with C or better, or consent of instructor. **One hour lecture, two hours practicum per week.**

422. MANAGEMENT SPECIALIZATION 4 hours credit
Clinical practice in respiratory care management or other appropriate administration. Topics include medical legal aspects, employee scheduling, J.C.A.H. standard and audits, budget preparation and maintenance, and employee conferences. **Prerequisites:** Senior status; completion of RESP 401, 402, 403, 404 with C or better, or consent of instructor. **Three hours lecture, two hours practicum per week.**

423. EDUCATION SPECIALIZATION 4 hours credit
Experience in didactic and clinical instruction and departmental in-service education. Design, presentation and evaluation of lecture programs. **Prerequisites.** Senior status; completion of RESP 401, 402, 403, 404 with C or better, or consent of instructor. **Two hours lecture, four hours practicum per week.**

424. CRITICAL CARE SPECIALIZATION 5 hours credit
Clinical experience in critical care areas designed to refine skills in patient assessment, data collection and clinical decision making. Patient rounds with cardiopulmonary specialists. **Prerequisites:** Senior status; completion of RESP 401, 402, 403 and 404 with C or better, or consent of instructor. **Supervised experience: 10 hours per week.**

425. DIAGNOSTICS SPECIALIZATION 3 hours credit
Emphasis on sophisticated cardiopulmonary monitoring including Advanced Cardiac Life Support (certification offered). **Prerequisites:** Senior status; completion of RESP 401, 402, 403, 404 with C or better, or consent of instructor. **Two hours lecture, two hours laboratory per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Intensive study in a specific area of respiratory care negotiated between student and faculty member. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Permission of instructor who will direct the study. **One to three hours per week.**

Russian (RUSS)

101. ELEMENTARY RUSSIAN I 3 hours credit
Beginning spoken and written Russian with emphasis on the alphabet, sound system, basic structures of the language and contemporary culture. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY RUSSIAN II 3 hours credit
Continued development of listening, speaking, reading and writing in Russian with further study of major grammatical structures and contemporary culture. **Prerequisite:** RUSS 101 or at least one year of high school Russian. **Three hours per week. Meets General Education IB.**

201. INTERMEDIATE RUSSIAN 3 hours credit
Continued development and refinement of language skills as well as exposure to contemporary culture. **Prerequisite:** RUSS 102 or at least two years of high school Russian. **Meets General Education requirement IB. Three hours per week.**

Science (SCIE)

110. INTEGRATED SCIENCE I 4 hours credit
Introduces principles common to biology, physics, chemistry, earth science and astronomy and appropriate mathematical concepts. Activities include laboratories, field experiences and computer exercises. **Six hours per week lectures and activities. Meets General Education IIIA or IIIB.**

210. INTEGRATED SCIENCE II 4 hours credit
Continues the SCIE 110 study of the principles of natural order through examination of the laws of conservation, energy, motion and thermodynamics. Individual and group activities include laboratories, field experiences and computer exercises. Required of MCTP students. **Prerequisites:** SCIE 110. **Six hours per week. Meets General Education IIIB.**

310. INTEGRATED SCIENCE III 4 hours credit
Continues SCIE 210 study of the principles of natural order through examination of the laws of thermodynamics, cosmic evolution and evolution of life. Individual and group activities include laboratories, field experiences and computer exercises. Required of MCTP students. **Prerequisite:** SCIE 210. **Six hours per week.**

Social Science (SOSC)

300. SOCIAL SCIENCE INTERN PROGRAM 3 hours credit
Work study program with the primary emphasis on practical experiences to be learned while working with a governmental or community agency on the local, state or national level. **Prerequisite:** Junior or senior class standing with a major in history, political science, sociology or social science and approval of directors.

400. CURRENT PROBLEMS 3 hours credit
Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. May be offered for undergraduate or graduate credit. **Three hours per week.**

499. HONORS 3 hours credit
Independent study, research and conferences undertaken by social science majors for department honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 21 hours of work in social science completed, minimum 3.5 average in social sciences.

Social Work (SOWK)

200. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE 3 hours credit
Introduction to social work as a profession. Examination of the social welfare system as society's response to human need and structure for delivery of social services. Overview of fields of social welfare service and social work roles in each field. Twenty-five hours of volunteer service in a social agency required. **Three hours per week.**

220. BASIC INTERVIEWING: SKILLS AND TECHNIQUES 3 hours credit
Develop basic interviewing skills for assessing, goal setting and intervention for use in home service and social work settings. Emphasis on skill application with diverse populations and student exploration of personal values and belief systems. **Prerequisite:** Sophomore standing. **Three hours per week.**

300. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I 3 hours credit
Interrelationship of biological and psychosocial factors in human development throughout the life span. Examines dynamics of human behavior in a social context, with beginning level social assessment DSM diagnosis. **Prerequisite:** SOWK 200, BIOL 101, SOCI 101, PSYC 101, or consent of instructor. **Three hours per week.**

302. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II 3 hours credit
Study of human behavior as affected by race, class, gender and sexual orientation. Attention to the experience of oppression and its impact on families and groups. Strategies to bring about social change in organizations and communities considered. **Prerequisites:** SOWK 200, 300. **Three hours per week.**

305. SOCIAL WELFARE POLICY 3 hours credit
Historical and analytical overview of social welfare policy in the United States. Selective examination of contemporary programs and services; analysis of policies; issues and problems; evaluation of programs and services for effectiveness. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

315. SOCIAL WORK RESEARCH 3 hours credit
Introduction to quantitative and qualitative research methodologies, designs for evaluation of practice and program evaluation. **Prerequisite:** SOWK 200 or consent of instructor. MATH 155 recommended. **Three hours per week.**

320. SOCIAL WORK PRACTICE I 3 hours credit
First of three practice courses preparing students for a generalist approach to social work practice. Emphasis on knowledge, values, ethics and skills needed to develop effective helping relationships. Includes basic theories for intervention with focus on micro level problem solving and basic interview skills. **Prerequisites:** SOWK 200, 220, 300. **Three hours per week.**

350. SOCIAL WORK WITH OLDER PEOPLE 3 hours credit
Study of older Americans and of the programs and policies designed to support them. Review of social work practice skills in providing direct service to older people. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

400. SOCIAL WORK PRACTICE II 3 hours credit
Second of three practice courses preparing students for a generalist approach to social work practice. Expands basic knowledge, values, ethics and skills, with emphasis on mezzo level problem solving. Includes theories and techniques for planning, assessment and advocacy for family and small group intervention. **Prerequisites:** SOWK 315, 320. **Co-requisite:** SOWK 406 or 407. **Three hours per week.**

405. FIELD INSTRUCTION IN SOCIAL WORK I 5 hours credit
Supervised experience in a social welfare agency with emphasis on methods and techniques of generalist social work practice. Opportunity to apply theory and develop skills in delivery of social services. **Prerequisites:** SOWK 302, 315, 320 and approval of the department. **Co-requisites:** SOWK 400, 406. **Two working days per week.** *(P/F)*

406. FIELD INSTRUCTION SEMINAR I 1 hour credit
Weekly on-campus seminar concurrent with Field Instruction I. Small group discussion of field experience with related written assignments. **Prerequisite:** SOWK 320. **Co-requisites:** SOWK 400, 405. **One hour per week.**

407. FIELD INSTRUCTION IN SOCIAL WORK II 5 hours credit
Continuation of direct experience in the delivery of social services within an assigned agency. Increased emphasis on assessment, intervention and evaluation skills of generalist social work. **Prerequisites:** SOWK 405, 406. **Co-requisites:** SOWK 408, 410. **Two working days per week.** *(P/F)*

408. FIELD INSTRUCTION SEMINAR II 1 hour credit
Weekly on-campus seminar concurrent with Field Instruction II. Small group discussion of field experience with related written assignments. **Prerequisites:** SOWK 405, 406. **Co-requisite:** SOWK 407. **One hour per week.**

410. SOCIAL WORK PRACTICE III 3 hours credit
Third of three practice courses preparing students for a generalist approach to social work. Expands basic knowledge, values, ethics and skills, with emphasis on macro level problem solving. Includes theories and techniques needed for practice within an organizational and/or community context. **Prerequisite:** SOWK 400. **Co-requisite:** SOWK 407 or 408. **Three hours per week.**

450. SOCIAL WORK WITH FAMILIES AND CHILDREN 3 hours credit
Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES 3 hours credit
Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS 3 hours credit
Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE 3 hours credit
Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH 3 hours credit
Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

475. SOCIAL WORK WITH PERSONS WHO HAVE DISABILITIES 3 hours credit
Overview of physical, social and emotional implications of disabilities within the context of generalist social work practice. Topics include sensitivity to discrimination in society, laws and services available, and personal and family adjustment to disability. **Prerequisite:** SOWK 200. **Three hours per week.**

484. SOCIAL WORK AND THE LAW 3 hours credit
Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY 1-3 hours credit
Enables advanced students to pursue topics of their own choosing with the guidance and supervision of the faculty. Should not duplicate any course already offered by the department. **Prerequisite:** Senior standing.

499. SPECIAL TOPICS 1-3 hours credit
Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. May be offered for undergraduate or graduate credit. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

600. ETHICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL WORK 3 hours credit
Designed to help the M.S.W. student become more effective in working with ethical issues in social work practice and to contribute to knowledge building in this area. Provides a

theoretical framework to values and ethical dilemmas in a systematic way and to contribute to the further development of social work ethics. Intended not only to deepen awareness of new and emerging ethical issues, but also to provide tools and methodologies drawn from philosophical ethics for reflections and analysis. **Prerequisite:** For graduate study only. **Three hours per week.**

605. SOCIAL WELFARE POLICY AND SERVICES — 3 hours credit
The first course in the foundation-level social welfare policy and services sequence. It includes content on social welfare as an institution, social work as a profession and both history and philosophy of social welfare as they have evolved. **Prerequisite:** For graduate study only. **Three hours per week.**

610. THEORETICAL ANALYSIS OF BEHAVIOR I — 3 hours credit
Designed to provide the student with an understanding of human behavior in the context of social environment and requires a basic knowledge of biology, sociology and psychology. Emphasis will be placed on determinants of behavior such as age, race, gender and social class. **Prerequisite:** For graduate study only. **Three hours per week.**

615. METHODS OF SOCIAL WORK RESEARCH — 3 hours credit
Provides a study of quantitative and qualitative methods of building knowledge for social work practice. Content presents social work research as an integral part of policy, theory, practice and values in the profession of social work. **Prerequisite:** For graduate study only. **Three hours per week.**

620. GENERALIST PRACTICE: SMALL CLIENT SYSTEMS WITH LAB — 4 hours credit
The first course of two foundation-level practice courses. It introduces the students to both the profession of social work and to social work practice. Course content presents social casework, social work ethics and values, and social work practice skills. **Prerequisite:** For graduate study only. **Three hours per week.**

630. THEORETICAL ANALYSIS OF BEHAVIOR II — 3 hours credit
Within the person-environment framework, this course presents social theories and data for a critical analysis of society, communities, social institutions and social organizations. The relationship among socialization, social structures and cultures is a main component. Special attention is given to human diversity and social inequality. **Prerequisite:** SOWK 610. **Three hours per week.**

635. GENERALIST PRACTICE: LARGER CLIENT SYSTEMS — 3 hours credit
Builds upon both a liberal arts base and knowledge and skills learned in SOWK 620. **Prerequisite:** SOWK 620. **Three hours per week.**

640. FIELD INSTRUCTION I — 5 hours credit
Students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M.S.W. **Five hours per week.** *(P/F)*

645. FIELD INSTRUCTION II — 5 hours credit
Students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M.S.W. **Prerequisite:** SOWK 640. **Five hours per week.** *(P/F)*

650. ADVANCED PRACTICE WITH INDIVIDUALS — 3 hours credit
Builds upon theoretical perspectives from human behavior and the social environment, knowledge and skills from foundation-level practice courses, and theory and skills from the concurrent advanced theory and practice course. The course familiarizes the practitioner with standardized diagnostic criteria for individuals. **Prerequisite:** SOWK 635. **Three hours per week.**

655. EVALUATION OF DIRECT PRACTICE — 3 hours credit
The study of practice-outcome research, single-case designs and program evaluation in social work. Student is familiarized with appropriate recording and measurement instruments with individuals, groups and families. **Prerequisite:** SOWK 615. **Three hours per week.**

660. ADVANCED PRACTICE WITH FAMILIES — 3 hours credit
Builds upon theoretical perspectives and practice skills from both foundation-level and advanced-level curriculum. The course compares, evaluates and presents practice skills from the major models of family therapy. Course content focuses upon applied family interventions in social work practice. **Prerequisites:** SOWK 635. **Three hours per week.**

663. ADVANCED PRACTICE IN SUPERVISION — 3 hours credit
Builds upon theoretical perspectives and practice skills from both foundation-level and advanced-level curriculum. The course introduces students to the historical development of supervision in social work. The focus is on three supervisory functions: administration, education and support of supervisees. **Prerequisites:** SOWK 610, 620, 630, 635. **Three hours per week.**

665. FIELD INSTRUCTION III — 6 hours credit
An advanced field practicum experience for both second-year and advanced-standing students. Students are required to participate in an agency-based field practicum for three days per week under the supervision of an agency-based M.S.W. **Prerequisite:** SOWK 645. **Six hours per week.** *(P/F)*

670. ADVANCED POLICY ANALYSIS — 3 hours credit
The second social welfare policy and services course in the M.S.W. curriculum. Builds upon the foundation content of SOWK 605 and practice courses, integrating understandings of social welfare policy with macro and mezzo social work practice skills. Integrates policy analyses and practice and prepares students to participate in the policy making process. The analytic work of the course requires that students apply policy analysis and formulation skills to social welfare programs and proposals. Through in-depth application of policy analysis models to international, historical and contemporary issues in social policy and in selected policy area (chosen individually for each student's project), students will deepen their understanding of current programs and enhance their analytic skills. Evaluation of the impact of alternative policy proposals will consider the differential impact of programs by ethnicity/race, gender, sexual orientation, physical ability and class. **Prerequisite:** SOWK 605. **Three hours per week.**

675. ADVANCED PRACTICE WITH COMMUNITIES AND ORGANIZATIONS — 3 hours credit
Provides knowledge of practice theory and intervention strategies and techniques for social work practice with organizations and communities. This second year course in the advanced practice sequence focuses on intervention within organizational and community contexts. Engages students in the identification and use of practice knowledge and intervention strategies to be used with "intermediate systems" that mediate the relationships of individuals, families, groups and the larger society. Builds upon the generalist foundation of the first year and helps the student analyze varying practice situations. Theories of community and organizational behavior and the practice theory and skills to work with a variety of system levels are the principle foci. **Prerequisite:** SOWK 635. **Three hours per week.**

680. ADVANCED PRACTICE WITH GROUPS — 3 hours credit
Builds upon theoretical perspectives from human behavior and the social environment, knowledge and skills from foundation-level practice courses, and theory and skills from the advanced theory and practice course. The course familiarizes the practitioner with the concept of the group as therapeutic communities with curative factors. **Prerequisite:** SOWK 635. **Three hours per week.**

685. FIELD INSTRUCTION IV — 6 hours credit
The second of two advanced field practicum experiences for both second-year and advanced-standing students. Students are required to participate in an agency-based field practicum for three days per week under the supervision of an agency-based M.S.W. **Prerequisite:** SOWK 665 **Six hours per week.** *(P/F)*

Sociology (SOCI)

101. INTRODUCTION TO SOCIOLOGY — 3 hours credit
Identification and analysis of basic concepts of sociology; study of interrelatedness of structures, systems and institutions, and of the social processes by which society evolves. **Three hours per week. Meets General Education IIB.**

201. SOCIAL PROBLEMS — 3 hours credit
Analysis of selected social problems in contemporary society. Emphasis on sociological understanding of the processes by which social problems are defined. **Meets General Education IIB.**

210. INTRODUCTION TO GLOBAL SOCIOLOGY — 3 hours credit
An introduction to global sociology, an increasingly popular area in sociology. Topics such as globalization, the international division of labor and international inequality will be examined and discussed. A group of broad-based macro-level theories will assist in the analysis of global social issues such as world hunger, worldwide peace, indigenous populations, sustainable development and pollution. **Three hours per week. Meets General Education IIB.**

220. THE FAMILY — 3 hours credit
Examines of the diversity of families in the U.S. Study of the demographic trends in family formations, marital arrangements, parenting and childbearing, and such controversial issues as unmarried couples, alternative families, abortion, surrogacy and violence in families. May not receive credit for both SOCI 316 and SOCI 220. **Three hours per week. Meets General Education IIB.**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE — 3 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in the family, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with CADR 225. Cannot receive credit for both CADR 225 and SOCI 225. **Three hours per week. Meets General Education IIB.**

250. RACE RELATIONS IN GLOBAL PERSPECTIVE — 3 hours credit
Explores the socio-history of diasporas and race relations in global perspective. Several broad-based macro-level theories will facilitate the exploration of the world's major diasporas in the last 500 years. Reviews and examines the socio-historical connections between these diasporas and today's race relations in conjunction with the development of global capitalism. **Three hours per week. Meets General Education IIB.**

301. STUDIES IN SOCIOLOGY — 3 hours credit
Selected areas in varied subfields of sociology. May be repeated under different subtitles. **Three hours per week. Meets General Education IIB.**

304. SOCIAL INEQUALITY — 3 hours credit
Analysis of the variety of class and rank structures found in both past and contemporary societies. Special attention focused on the determinants of social class as well as the related issues of social mobility and changes in class position of both individuals and groups. Additional emphasis on identifying both attitudinal and behavioral consequences of class position. **Three hours per week. Meets General Education IIB.**

305. SOCIOLOGY OF LAW — 3 hours credit
Study of formal legal statements as communications both reflecting and influencing life in society. Selected examples of the conflict between legality and social reality, with attention to both substantive and procedural issues of law; consideration of possible solutions. **Three hours per week. Meets General Education IIB.**

309. RESEARCH I, SOCIAL RESEARCH METHODS — 3 hours credit
Introduction to social science research methods. Emphasis on research design, including formulation of questions, conceptualization, measurement, sampling and involvement in practical research activity. Cross-listed with CADR 309. Cannot receive credit for both CADR 309 and SOCI 309. **Three hours per week. Meets General Education IIB.**

310. RESEARCH II, STATISTICAL METHODS — 4 hours credit
Advanced training in social science research methods. Emphasis on data analysis, including organization of data for computer processing, hypothesis testing and simple causal modeling. Cross-listed with CADR 310. Cannot receive credit for both CADR 310 and SOCI 310. **Prerequisite:** CADR/SOCI 309. **Three one-hour lectures, one two-hour laboratory per week.**

313. CRIMINOLOGY AND PENOLOGY — 3 hours credit
Consideration of crime and delinquency as forms of deviant behavior; examination of social causes, social reactions and applicable sociological theories. **Meets General Education IIB.**

314. SOCIOLOGY OF GENDER — 3 hours credit
Study and analysis of the institutional and cultural bases of gender roles, gender socialization, gender inequality, gender movements and gender role change. May not receive credit for both SOCI 216 and SOCI 314. **Three hours per week. Meets General Education IIB.**

315. URBAN SOCIOLOGY — 3 hours credit
Study of the origin, character and significance of urban communities. Analyzes the ecology and social organizations of cities, the phenomenon of urban and metropolitan development, and the resulting lifestyles, problems and trends. **Three hours per week. Meets General Education IIB.**

318. SOCIOLOGY OF RELIGION — 3 hours credit
Examination of humanity's quest for religious meaning as a social activity with social consequences. Considers the place of religion in different kinds of societies, past, present and future. **Three hours per week. Meets General Education IIB.**

319. SOCIAL CHANGE AND SOCIAL PLANNING — 3 hours credit
Explores why whole societies like the United States change. Compares contemporary industrial and developing countries

by critically examining classical and current theories of sociocultural change. Considers strategies for purposive changing of a society. **Three hours per week. Meets General Education IIB.**

320. SOCIAL MOVEMENTS 3 hours credit
In-depth study of contemporary social movements, such as the Black Muslims, Gay Liberation, the Women's Movement, the aged, youth and radical right. **Meets General Education IIB.**

322. POPULATION STUDIES 3 hours credit
Introduction to social demography. Topics include world and U.S. population trends, components of demographic change (fertility, mortality, migration), population policy and demographic aspects of contemporary social issues. **Meets General Education IIB.**

324. COMMUNITY SOCIOLOGY 3 hours credit
Investigation of communities as social systems emphasizing current directions in community research. **Three hours per week. Meets General Education IIB.**

326. SOCIAL INTERACTION 3 hours credit
Study of human behavior as social interaction. Emphasis on symbolic communication and its relationship to the concept of self. **Meets General Education IIB.**

329. MEDICAL SOCIOLOGY 3 hours credit
Study of social factors involved in health and illness emphasizing the institution of medicine in American society. **Three hours per week. Meets General Education IIB.**

330. DEATH, DISEASE AND SOCIETY 3 hours credit
Analysis of changing patterns of causation and distribution of death and disease. Major emphasis given to the study of suicide and homicide. **Three hours per week. Meets General Education IIB.**

331. RACIAL AND CULTURAL MINORITIES 3 hours credit
Study of ethnic differences that produce prejudice, stereotypes and discrimination and of the social processes employed by dominant and minority groups. **Three hours per week. Meets General Education IIB.**

334. SOCIOLOGY OF MENTAL HEALTH 3 hours credit
Study of sociocultural factors in mental health and illness emphasizing social causation and patterns of distribution. **Three hours per week. Meets General Education IIB.**

335. SYSTEMS OF HEALTH CARE DELIVERY 3 hours credit
Analysis of the institution of health care and its delivery. Major emphasis on the diversity of organization in this institution in differing social systems. **Three hours per week. Meets General Education IIB.**

344. COMPLEX ORGANIZATIONS 3 hours credit
Analysis of the emergence of modern bureaucratic structure, emphasizing institutionalization, patterns of authority and impact on personality. **Meets General Education IIB.**

361. AGING AND SOCIETY 3 hours credit
Examination of the aging process from the sociological perspective. Emphasis on the position of the elderly in contemporary society and on age-roles associated with stages in the process of aging such as childhood, adolescence, adulthood and old age. **Meets General Education IIB.**

363. WOMEN IN DEVELOPMENT 3 hours credit
Explores women's roles in processes of economic, political and social development in today's societies from a global perspective. This course is designed to review theoretical and analytical work in these areas as well as case studies to examine the particular effects of more general trends associated with the sociological study of women in development. **Prerequisite:** Junior standing or permission of the instructor. **Three hours per week. Meets General Education IIB.**

390. SOCIOLOGY OF THE ENVIRONMENT 3 hours credit
Examines the environment as a social product. Uses the sociological perspective to explain how environmental problems are structurally created. Focuses on mining and forestry to illustrate how environmental degradation, disease, death and disability are produced. **Three hours per week. Meets General Education IIB.**

401. SPECIAL TOPICS 3 hours credit
Reserved for courses approved as experimental responses to student interest or community need. May be repeated once under a different subtitle. **Meets General Education IIB.**

409. SOCIOLOGY OF EDUCATION 3 hours credit
Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. May be offered for undergraduate or graduate credit. **Three hours per week. Meets General Education IIB.**

416. INDIVIDUAL DIRECTED STUDY 3 hours credit
Advanced study in an area of sociology. May be repeated once under a different subtitle. **Prerequisite:** Consent of instructor who will direct the study. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY 3 hours credit
Analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. May be offered for undergraduate or graduate credit. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY 3 hours credit
Analysis of the current state and future directions of sociological theory. May be offered for undergraduate or graduate credit. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

431. SENIOR SEMINAR 3 hours credit
Seminar experience for senior students with emphasis on social theory, problems and research. **Prerequisite:** Fifteen hours of sociology or consent of instructor. **Three hours per week.**

460. RESEARCH PRACTICUM 3 hours credit
Applies social research methods to a specific research project which includes hypothesis formulation, research design, data collection and data analysis. **Prerequisite:** SOCI 309 or consent of instructor. **Three hours per week.**

495. INDEPENDENT STUDY FOR DEPARTMENT HONORS 3 hours credit
Independent study undertaken for departmental honors at the invitation of the department. **Prerequisites:** Approval of chair, consent of instructor who will direct the study.

498. INTERNSHIP IN SOCIOLOGY 3 hours credit
Provides students practical experience in addressing selected social issues in a public or private sector community organization. Field notes, periodic meetings with instructor, and typed reports analyzing an experience and a social issue are required. A maximum of three credits may be applied toward the sociology major. **Prerequisites:** SOCI 101 or 201, junior standing, consent of the instructor. **Eight-10 hours per week.**

516. INDIVIDUAL DIRECTED STUDY 3 hours credit
Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle recorded with the registrar. May be offered for undergraduate or graduate credit. **Prerequisite:** Six hours in sociology, a concentration in sociology and consent of instructor who will direct the study.

Spanish (SPAN)

101. ELEMENTARY SPANISH I 3 hours credit
Beginning spoken and written Spanish with emphasis on the sound system and the basic structures of the language. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY SPANISH II 3 hours credit
Continued skill development in spoken and written Spanish with further study of major structures. **Prerequisite:** SPAN 101 or at least one year of high school Spanish. **Three hours per week. Meets General Education IB.**

105. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in SPAN 101. **Prerequisite:** Registration in SPAN 101 or permission of department chair. **Two hours per week.**

106. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in SPAN 102. **Prerequisite:** Registration in SPAN 102 or permission of department chair. **Two hours per week.**

201. INTERMEDIATE SPANISH 3 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Prerequisite:** SPAN 102 or at least two years of high school Spanish. **Three hours per week. Meets General Education IB.**

202. SPANISH IN REVIEW 3 hours credit
Refinement and application of language skills by exploring diverse forms of expression in Spanish. Satisfies the language requirement for English majors. **Prerequisite:** SPAN 201 or at least three years of high school Spanish. **Three hours per week. Meets General Education IB.**

205. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in SPAN 201. **Prerequisite:** Registration in SPAN 201 or permission of department chair. **Two hours per week.**

206. OPTIONAL PRACTICUM CREDIT 1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in SPAN 202. **Prerequisite:** Registration in SPAN 202 or permission of department chair. **Two hours per week.**

300. TOPICS IN SPANISH 3 hours credit
Study of an author, period, movement, genre or theme. Topic varies semester to semester. May be repeated once with new content. **Prerequisite:** Consent of instructor. **Three hours per week.**

310. ORAL AND WRITTEN COMPOSITION 3 hours credit
Develops facility to sustain oral and written discussion in Spanish. Students practice the basic patterns of Spanish syntax and develop vocabulary by preparing frequent oral and written compositions. **Prerequisite:** SPAN 202 or equivalent experience. **Three hours per week.**

312. CONVERSATION 3 hours credit
Develops confidence and correctness in spoken Spanish through practice in conversation, reports and discussions. **Prerequisite:** SPAN 202 or equivalent experience. **Three hours per week.**

315. ELEMENTS OF SPANISH CULTURE 3 hours credit
Study of the dominant cultural patterns in Spanish life including the themes of religion, family relationships and festivals and the dilemmas of work-leisure, sports-cruelty and honor-death through prose, drama and other selected material. **Prerequisite:** SPAN 310. **Three hours per week.**

316. ELEMENTS OF LATIN AMERICAN CULTURE 3 hours credit
Study of key cultural patterns with particular attention to the results of the transplantation to the New World. The major vehicle of examination is the written word in prose, drama and other selected materials. **Prerequisite:** SPAN 310. **Three hours per week.**

322. SPANISH FOR BUSINESS 3 hours credit
Develops the ability to use Spanish to conduct business in both the U.S. and abroad. Provides a solid foundation in the vocabulary and discourse related to the modern business office, economics, management, marketing, banking and other aspects of a business environment. **Prerequisite:** SPAN 310. **Three hours per week.**

330. HISPANIC LITERATURE IN TRANSLATION 3 hours credit
Reading, analysis and discussion of some of the classic works of Spanish and Latin American literature. Taught in English. **Three hours per week. Meets General Education IA.**

335. SURVEY OF SPANISH LITERATURE 3 hours credit
A survey of the foundational literary texts, authors and movements from the Middle Ages through contemporary Spain. **Prerequisite:** SPAN 310. **Three hours per week. Meets General Education IA.**

336. SURVEY OF LATIN AMERICAN LITERATURE 3 hours credit
Study of the evolution of Latin American literature. Provides students with the opportunity to read, analyze, discuss and write about seminal works by representative writers from each literary movement and genre. **Prerequisite:** SPAN 310. **Three hours per week. Meets General Education IA.**

400. ADVANCED STYLISTICS AND ORAL EXPRESSION 3 hours credit
Refinement and sophistication of written and oral expression in Spanish. May be offered for undergraduate or graduate credit. **Prerequisite:** SPAN 310 or equivalent experience. **Three hours per week.**

403. HISPANIC CULTURE THROUGH LITERATURE 3 hours credit
Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. Cannot receive credit for both SPAN 325 and SPAN 403. May be offered for undergraduate or graduate credit. **Prerequisites:** SPAN 335 or 336 or equivalent experience. **Three hours per week.**

405. SPECIAL PROBLEMS IN SPANISH 1-6 hours credit
Individual study of special areas in Spanish linguistics such as phonetics and diction, the history and evolution of the language, or in Spanish and Latin American literature with advice and

direction from a member of the department. May be repeated with new content. May be offered for undergraduate or graduate credit. **Prerequisite:** Consent of department chair.

410. TOPICS IN HISPANIC LITERATURE 3 hours credit
In-depth study of a particular writer, work, theme or movement in Spanish and/or Latin American literature. May be offered for undergraduate or graduate credit. **Prerequisite:** SPAN 335 and 336 or equivalent experience. **Three hours per week.**

480. SENIOR SEMINAR 1-3 hours credit
For senior Spanish majors. Research encompassing several areas of Spanish life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

Theatre (THEA)

120. INTRODUCTION TO THEATRE 3 hours credit
Introduction to theatre as a unified art with emphasis upon the literary and social significance of theatre in our society. **Three hours per week. Meets General Education IB.**

121. TECHNICAL PRODUCTION 3 hours credit
Practical experience in technical theatre and television including set construction, scene painting, lighting and sound. **Two hours lecture, one hour laboratory per week. Meets General Education IB.**

122. MOVEMENT AND PERFORMANCE 3 hours credit
Examines using the body as an expressive instrument in various media and styles. Relaxation, breathing techniques, kinesthetic and spatial awareness are explored through practical and creative applications. Physical/vocal exercises, movement studies, storytelling and short scenes offer opportunities for experiential learning. **Three hours per week.**

125. THEATRE PRACTICUM 1-2 hours credit
Provides supervised experience in theatre production and performance. May be repeated for a total of eight credit hours. **Prerequisite:** Permission of the instructor. (*P/F*)

201. ELEMENTS OF VOICE AND DICTION 3 hours credit
Study of the fundamentals of voice production and articulation. Designed to establish good habits of speech through analysis of each student's voice, articulation and pronunciation, with directed exercises for improvement. **Three hours per week. Meets General Education IB.**

220. HISTORY OF THE THEATRE 3 hours credit
Survey of theatre history, dramatic theory, plays and playwrights, production practices and performance styles, emphasizing their relationship to the development of world civilization as both product of and mirror to changing values, tastes, attitudes and customs. **Three hours per week. Meets General Education IB.**

222. COSTUMING AND THEATRE CRAFTS 3 hours credit
Through lectures and guided practice, students develop skills in the principles of design, drawing, construction techniques and theatre crafts. **Three hours per week.**

223. MAKEUP FOR STAGE AND TELEVISION 3 hours credit
Practical survey of techniques in the application of theatrical makeup for performance on stage as well as television and film. Recommended for all performers. **One hour lecture, one two-hour laboratory per week and required practical application in productions. Meets General Education IB.**

224. ACTING 3 hours credit
Study of the theory and basic principles of the creative processes of acting with an emphasis on physical, mental and emotional process in the building of a dramatic character. **Three hours per week. Meets General Education IB.**

319. ADVANCED THEATRE HISTORY: RENAISSANCE TO REALISM 3 hours credit
Designed as a continuation of THEA 220, this course begins with an overview of principal influences on the shaping on the aesthetics of drama as evidence in Shakespeare and his contemporaries. The course moves through the social, political and philosophical forces which shaped the theatre in the emergence of the modern world. **Prerequisite:** THEA 220. **Three hours lecture per week.**

320. ENVIRONMENTAL THEMES IN THEATRE 3 hours credit
Focus on questions of theme, dramatic action, character, comedy, tragedy, dramatic metaphors and style in plays which dramatize environmental issues. Reflection on differing views of nature and themes of materialism, exploitation and deception. **Prerequisite:** THEA 120. **Three hours per week.**

321. ADVANCED TECHNICAL PRODUCTION 3 hours credit
Advanced study of the art and craft of scenery through experience in drafting, scene painting, period study and model building for theatre and television. **Prerequisite:** THEA 121 and 122 or written consent of instructor. **Two hours lecture, two one-hour laboratories per week.**

322. ARTS ADMINISTRATION 3 hours credit
Introduction to administrative skills for fine and performing arts: programming, budget, public relations, audience development, fund raising and case studies of arts organizations. **Prerequisite:** Department chair approval. **Three hours per week.**

323. COSTUME DESIGN 3 hours credit
Emphasis on the concept of costume design as it relates to character analysis. The student translates the interpretation of character(s) into functional costume renderings. Professionally oriented; for those interested in producing high school or community theatre. **Prerequisites:** THEA 220 or written consent of instructor. **Three hours per week.**

324. DIRECTING 3 hours credit
Study of the theory and basic principles, skills and techniques underlying direction. Student-directed theatre production required. **Prerequisite:** Consent of instructor. **Three hours per week.**

325. ORAL INTERPRETATION 3 hours credit
An approach to the study of literature through the medium of oral performance. May be counted as an English elective for students majoring in English. **Three hours per week. Meets General Education IB.**

326. ACTORS' WORKSHOP 3 hours credit
Provides experience training for intermediate and advanced acting through the exploration of improvisational techniques, character analysis, scene work and exercises in acting style. **Prerequisite:** THEA 224.

327. READERS' THEATRE 3 hours credit
Covers the philosophy and uses of Reader's Theatre. Emphasis on the analysis, adaptation and staging of non-dramatic literature within the context of this art form. Lecture/workshop format will be employed. **Prerequisite:** THEA 224 or consent of instructor. **Three hours per week.**

328. SCENE DESIGN FOR THEATRE AND TELEVISION 3 hours credit
Study of scene design as a visual art and as a part of total television and theatre production. Perception and execution of scene designs through script analysis and practical experiences. **Prerequisite:** THEA 121 and 220 or consent of instructor. **Three hours per week.**

329. MEDIA LIGHTING 3 hours per week
Study of lighting as a vital component of technical production. Includes design and technology of theatre, television and video lighting. **Prerequisite:** THEA 121 and 220 or consent of instructor. **Three hours per week.**

392. STUDIES IN THEATRE 3 hours credit
Study of various theatrical processes and concepts as they impact the theatre world and contemporary society. May be repeated a maximum of two times under different subtitles as recorded by the registrar. **Prerequisite:** junior standing or consent of the instructor. **Three hours per week.**

422. INTERNSHIP IN ARTS ADMINISTRATION 6-12 hours credit
Training in local, regional or national arts organizations; selected areas of programming, budget, fund raising, audience development and public relations. May be taken once. **Prerequisites:** THEA 322, department chair approval. **Twenty to 40 hours per week.** (*P/F*)

424. PLAYWRITING 3 hours credit
Study of the theory and practice of playwriting. Topics include exposition, language, structure and character. Plays to be written and produced in staged readings of workshops. **Prerequisites:** THEA 120, permission of instructor. **Three hours per week.**

450. ACTING SHAKESPEARE 3 hours credit
Advanced scene study acting course which focuses on the challenges specific to blank verse. Students will be guided through exercises which explore and refine technical skills. **Prerequisites:** THEA 201, 220 and 224. **Three hours per week.**

451. ACTING COMEDY 3 hours credit
Principle elements of comedy, comic-dramatic literature and comic performance explored through improvisation and a wide range of styles. Intensive workshop/scene study setting. **Prerequisites:** THEA 201, 220 and 224. **Three hours per week.**

453. CREATIVE DRAMATICS 3 hours credit
Emphasis on the manner in which creative dramatics assists in the growth of the child. Considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week. Meets General Education IB.**

456. TECHNIQUES OF CHILDREN'S THEATRE 3 hours credit
Assists the elementary school teacher in developing the imagination of children through the medium of theatre. Emphasis on staging children's theatre within the framework of the public school. **Three hours per week. Meets General Education IB.**

458. RADIO THEATRE 3 hours credit
"Theatre of the Mind" as a performance genre examined in terms of scripting and performance needs. Develops imagination and resourcefulness in scripting and performance tasks. **Prerequisite:** CMAT 110. **Three hours per week.**

492. INDEPENDENT STUDY 1-3 hours credit
Students select a topic for investigation with the advice of an instructor prior to registration. Variable credit; may be taken twice. **Prerequisite:** Consent of instructor. **Variable hours.**

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H. REED MULLER, Professor of Marketing

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A. NAYLAND PAGE, Professor of History/Political Science

WILLIAM E. PALMER, Associate Professor of Modern Languages

DOROTHY LEE POWELL, Director of Records

EDNA B. QUINN, Professor of Nursing

JACK A. RANSBOTTOM, Associate Professor of Biological Sciences

ELIZABETH RICKERT, Director of the Health Center

OREM E. ROBINSON JR., Dean of Student Affairs

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CHARLES F. SMITH JR., Associate Professor of Music

WILLIAM F. STANDAERT, Associate Professor of Biological Sciences

BOBBY J. STARK, Associate Professor of Business Administration/Economics

EDWARD J. STEFFES, Associate Professor of Sociology

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KEITH R. VAIL, Associate Director of Blackwell Library and Head of Information Services

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Appendices

Appendix A

Students may locate the following policies in their respective publications by referring to the table of contents/index.

Policies that Appear in the *Academic Schedule* Bulletins:

Catalogue Supplement (contains updates to policies and procedures found in the *University Catalogue*)
Final Examinations Policies
Late Registration
Pass/No Credit—Pass/Fail
Removal of Incompletes
Withdrawals

Policies that Appear in *Code of Maryland Regulations*:

Maryland Higher Education Commission Student Transfer Policy

Policies that Appear in the *Drug-Free Campus, Drug-Free Workplace Brochure*:

Alcohol Abuse Policy
Drug Abuse Policy
Policy on a Drug-Free Workplace
State of Maryland Substance Abuse Policy

Policies that Appear in the *Faculty Handbook*:

Academic Advising
Academic Clemency
Academic Integrity
Affirmative Action and Equal Opportunity
AIDS
Alleged Arbitrary and Capricious Grading
Classification of Undergraduate Students
Classroom and Related Responsibilities of Faculty
Combined Bachelor's/Master's Programs
Community Service
Confidentiality and Disclosure of Student Records
Continuing Education
Degree and Curricular Requirements
Eligibility to Register
Evaluation of Performance of Faculty
Examination and Portfolio Assessment
Misconduct/Scholarly Work
Scheduling Academic Assignments on Religious Observances
Sexual Harassment
Student Request for Waivers of Academic Policies
Summer and Special Sessions
Undergraduate Student Concurrent Inter-Institutional Registration
Use of Facilities for Public Meetings
Violence and Extremism

Policies that Appear in the *Procedures, Policies and Services* Brochure:

Building Access Control
Campus Police Officers' Authority
Campus Security
Drug and Alcohol
Off-Campus Behavior

Policies that Appear in the *Residence Hall Information* Booklet:

Access to Residence Halls
Alcohol
Damage
Drugs
Early Arrivals
Electrical Appliances
Escort Policy
Facility Policies
Facility Repair Service
Fire Drills
Handicap Accommodations
Identification Card
Maintenance Concerns
Meal Plans
Medical Emergencies
Noise
Parking/Driving on Campus
Port for Every Pillow
Refrigerators
Residence Keys
Room Inspections
Room Furnishings
Room Check-in
Room Check-out
Safety
Security
Smoking Policy
Spring Check-Out
Tack Strips
Telephones
Toilet Stoppages
Use of Residence Halls by Guests
Vacations
Window and Door Displays

Policies that Appear in the *Residence Halls Contract*:

Access to Rooms
Application Procedure
Assignment Policies and Procedure
Breach of Contract
Condition/Disability Influencing Assignment

Conditions of Residency
Contract Termination by University
Damage Assessment
Duration of Contract
Effective Dates
Eligibility for Residency
Loss of Property
Noise Policy Violation
Petition for Release from Contract for Spring Semester
Provisions of Contract
Rates and Refunds
Reservation Procedures for Returning Residents
Residence Hall Philosophy
Returning Students Seeking to Terminate Contracts
Room Selection Process (RSP)
Search of Rooms
University Responsibility
Winter Term and Summer Session Housing

Policies that Appear in the *Student-Athlete Handbook*:

Athlete Eligibility
Athletics Equipment
Class Attendance
Code of Conduct
Dress Code
Drug and Alcohol Policy
Medical Procedures
Transfer Policy

Policies that Appear in the *Student Handbook*:

Academic Policies and Procedures
Alcohol and Other Drug Policy
Becoming a Recognized Club or Organization
Closing Due to Inclement Weather
Code of Conduct
Equal Opportunity Policy
Events Open to the University Community
Grievance Policy
Judicial System Policies and Procedures
Living on Campus Policies and Guidelines
Random Room Selection Process
Reporting Sexual Offenses
Sexual Harassment
Smoking Policy
Student Academic Integrity
Use of Facilities/Grounds for Meetings, Assemblies, Rallies, etc.

Policies that Appear in the *University Catalogue*:

Academic Clemency Policy
Academic Misconduct
Admission Policies
    For High School Graduates
    For Early Admissions
    For Non-High School Graduates
    For International Students
    For Immigrant Students
    For Veterans
    For Transfer Students
    For Former SSU Students
Class Attendance
Equal Opportunity Policy
Family Educational Rights and Privacy Act
Graduate Requirements
Maryland Admissions Requirements
Maryland Higher Education Commission Student Transfer Policies
Non-Traditional Credit Policies
Proposed Refund Policy
Readmission
Student Residency Classification for Admission, Tuition and Charge Differential Purposes
Transfer of Credit from Other Institutions
Waivers of Academic Policies and Procedures
Withdrawal from the University

Policies that Appear in the *University System of Maryland Policies*:

Academic Advising
Academic Calendar
Academic Clemency
Academic Transcripts and Financial Aid Records
Acts of Violence and Extremism
Admissions
Affirmative Action and Equal Opportunity
AIDS
Classification of Undergraduate Students
Combined Bachelor's and Master's Programs
Community Service
Confidentiality and Disclosure of Student Records
Constitution of the University System Student Council
Continuing Education
Copyrights
Credit by Examination and Portfolio Assessment
Curricular and Degree Requirements
Eligibility to Register
Emergency Conditions—Cancellation of Classes and Release of Employees
Enrollment
Establishment of Institutional Traffic Regulations
Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity
Misconduct in Scholarly Work
Payment of Tuition and Fees
Reporting of Campus Crime Statistics
Reports of Intercollegiate Athletics
Review of Alleged Arbitrary and Capricious Grading
Scheduling of Academic Assignments on Dates of Religious Observance
Sexual Harassment—Interim Policy
Sexual Harassment—University System of Maryland Policy
Student Affairs
Student Athletics
Student Employment
Student Financial Aid
Student Housing
Student Publications
Student Residency Classification for Admission, Tuition and Charge Differential Purposes
Summer and Special Sessions
Tuition, Fees and Charges
Tuition Remission for Spouses and Dependent Children of Faculty and Staff

Undergraduate Student Concurrent Inter-Institutional Registration
University System Student Council Policy
Use of Alcohol Beverages at University System Institutions and Facilities
Waiver of Application Fees
Waiver of Tuition and Granting of Other Privileges for Senior Citizens of the State of Maryland
Waiver of Tuition for Meritorious Undergraduate Students

Appendix B

Maryland Admissions Requirements

1. The Maryland Higher Education Commission set as a minimum admission standard for all full-time and part-time entering freshmen who have graduated from high school within five years of admission a high school average of C (2.0) or better. Each institution, however, is encouraged to adopt standards above the minimum level.
2. Each institution will develop predictive measures of probable academic success and identify any additional admissions criteria.
3. Students who have earned fewer than 24 credit hours and desire to transfer to state universities and colleges will be admitted under the conditions set down in accordance with the Maryland Student Transfer Policies, which require equal treatment of native and transfer students.
4. In order to attain junior status (60 credit hours), a student must have earned a grade point average of C (2.0) or better.
    a. In order to ensure equal treatment of the native and transfer student, a transfer student who has earned 60 or more credits at prior institutions must have attained a C (2.0) cumulative average to be accepted at any state university/college.
5. Admission to some designated programs may require higher standards to be limited by the opportunities available to complete a clinical or other requirement of the major program.
    a. The institutional standards shall be approved by the Maryland Higher Education Commission and shall be reviewed by the commission on an annual basis.
    b. Such standards shall be published in the institution's catalogue.

Policy on Student Residency Classification for Admission, Tuition and Charge Differential Purposes

I. POLICY

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state resident status. Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residence, which, for purposes of this policy, shall be determined by the criteria set forth in I.A-E below. Students will be assigned in-state status for admission, tuition and charge differential purposes only if the student (if financially independent) or the student's parent, guardian or spouse (in the case of a financially dependent student) fulfill all of the following:

A. For at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) MUST:
   1. own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made, which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse;
   2. maintain within Maryland substantially all personal property;
   3. pay Maryland income taxes on all earned taxable income including all taxable income earned outside the state;
   4. receive no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland;
   5. have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption.

B. For at least 11 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must:
   1. register all owned motor vehicles in Maryland; and
   2. obtain a valid driver's license issued by the State of Maryland, if licensed to drive in any other jurisdiction.

C. Within the 12 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially dependent student classified as in-state loses that status at such time as the student no longer meets on or more of the criteria set forth in I.A-C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian or spouse on whom the status was based no longer meets one or more of those criteria.

E. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.

F. In addition, persons in the following categories of students shall be accorded the benefits of in-state status for the period in which any of the following conditions apply:
   1. a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;
   2. the spouse or dependent child of a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;
   3. a full-time active member of the Armed Forces of the United States whose home of residence is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person;
   4. for UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty; and
   5. a graduate assistant appointed through the University System of Maryland for the semester/term of the appointment (except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship).

G. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge differential purposes.

II. PROCEDURES

A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential." A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.

C. The student shall notify the institution in writing within 15 days of any change of circumstances which may alter in-state status.

D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. DEFINITIONS

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian or spouse during the 12-month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the State of Maryland for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.

B. Financially Independent: A financially independent student is one who declares to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax returns of any other person; receives less than one-half of his or her support from another person(s); and demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the State of Maryland.

F. Self-generated: Describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and state aid, grants and loans) may not be used as self-generated income.

G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees if and when needed, and temporaries.

Appendix C

Return of Title IV Funds Worksheet

The federal government's policy states that if Title IV aid recipient withdraws from the institution during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required.

Step I: Basic Information

Title IV Funds	Disbursed	Could Have Been Disbursed
Direct Unsubsidized Loan	______	______
Direct Subsidized Loan	______	______
Carl Perkins Loan	______	______
Direct PLUS Loan	______	______
Pell Grant	______	______
SEOG	______	______

A. Title IV aid disbursed (NOT aid that could have been disbursed) for the enrollment period. A. $ ______

B. Total Title IV aid disbursed, or that could have been disbursed, for the enrollment period. B. $ ______

C. Percentage of enrollment period completed.

Withdrawal date ___/___/___. Enrollment period start date ___/___/___ and end date ___/___/___.

Calendar days completed in the enrollment period divided by the total calendar days in the enrollment period.

______/______ = C. ______ %

D. Institutional charges for the enrollment period. D. $ ______

E. Percentage of Title IV aid earned (equal to line C up to 60 percent, otherwise 100 percent) E. ______ %

F. Percentage of Title IV aid unearned (100 percent minus line E) F. ______ %

Step II: Amount of Title IV Aid Earned by Student

G. Percentage of Title IV aid earned (line E) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)

______ X ______ = G. $ ______
(line E) (line B)

Step III: Amount of Title IV Aid Unearned by Student

H. The amount of Title IV aid unearned (line F) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)

______ X ______ = H. $ ______
(line F) (line B)

Step IV: Total Title IV Aid to be Disbursed

I. If the amount of Title IV aid earned (line G) is greater than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the Title IV aid disbursed for the enrollment period (line A) from the amount of Title IV aid earned (line G). This is the amount of disbursement due.

______ - ______ = I. $ ______
(line G) (line A)

Step V: Amount of Unearned Title IV Aid to be Returned

J. If the amount of Title IV aid earned (line G) is less than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the amount of Title IV aid earned (line G) from Title IV aid disbursed for the enrollment period (line A). This is the amount of Title IV aid that must be returned.

______ - ______ = J. $ ______
(line A) (line G)

Step VI: Amount of Unearned Title IV Aid Due from Salisbury State University

K. Institutional charges for the enrollment period (line D) are multiplied by the percentage of Title IV aid unearned (line F).

______ X ______ = K. $ ______
(line D) (line F)

L. Compare the amount of Title IV aid unearned (line H) to line K and enter the lesser amount. L. $ ______

Step VII: Funds to be Returned by Salisbury State University

The Salisbury State University must return the unearned aid for which we are responsible (line L) by repaying funds to the following sources, in the following order, up to the total received from each source until the amount in line L is reached.

	Amount for Student to Return	Amount Remaining for the Program
Direct Unsubsidized Loan	______	______
Direct Subsidized Loan	______	______
Carl Perkins Loan	______	______
Direct PLUS Loan	______	______
Pell Grant	______	______
SEOG	______	______

Step VIII: Amount of Unearned Title IV Aid Due from the Student

M. The amount of Title IV aid unearned to be returned (line J) minus the amount of Title IV aid due from the school (line L).

______ X ______ = M. $ ______
(line J) (line L)

Step VIX: Funds to be Returned by the Student

The student (or parent for a PLUS Loan) must return unearned aid for which the student (or parent) is responsible (line M) in the following order:

	Initial Amount To Return	Amount for Student To Return	Amount Remaining For the Program
*Direct Unsubsidized Loan	______	______	______
*Direct Subsidized Loan	______	______	______
*Carl Perkins Loan	______	______	______
*Direct PLUS Loan	______	______	______
Pell Grant	______ X 50% =	______	______
SEOG	______ X 50% =	______	______

*Loan amounts are returned/repaid according to the terms of the loan.

NOTE: Maryland State Scholarship(s) will be adjusted according to the Maryland State Scholarship Administration's regulations. Call 1-800-974-1024 for further guidance. Exception: Maryland part-time grant may be cancelled entirely when a withdraw occurs.

Salisbury University's academic scholarships will be adjusted according to refund policy found in the University expenses section of the catalogue.

Appendix D

Salisbury University Title II Report • 1999-2000 Teacher Education Graduates

Scores below are not necessarily indicative of the future performance of teacher education graduates. Most students in the 1999-2000 graduating cohort completed the National Teacher's Examination (NTE), which has since been phased out. Future graduates will complete the more rigorous PRAXIS Series, which considerably raises the standards for passing.

Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program
Pass rates are reported for assessments with 10 or more test takers.

Academic Year: 1999-2000 Testing Period: 10/99-9/00 Number of Program Completers: 206[1]

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
Communication Skills	500	185	185	100%	1510	1496	99%
General Knowledge	510	184	184	100%	1521	1506	99%
PPST Reading	710	14	14	100%	332	312	94%
PPST Writing	720	12	12	100%	319	302	95%
PPST Mathematics	730	15	15	100%	318	291	92%
Professional Knowledge							
Professional Knowledge	520	164	162	99%	1451	1425	98%
Academic Content Areas							
Education in the Elementary School	010	120	117	98%	889	865	97%
English Language and Literature	040	10	10	100%	77	76	99%
Social Studies: Content Knowledge	081	11	10	91%	56	50	89%
Physical Education	090	20	20	100%	77	71	92%

Aggregate and Summary Institution-Level Pass Rate Data: Regular Teacher Preparation Program

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Number Taking Assessment	Statewide Number Passing Assessment	Statewide Pass Rate
Aggregate—Basic Skills	205	205	100%	1997	1923	96%
Aggregate—Professional Knowledge	175	171	98%	1572	1532	97%
Aggregate—Academic Content Areas	174	170	98%	1759	1676	95%
Summary Totals and Pass Rates[2]	206	198	96%	2056	1896	92%

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 1999-2000	1229[3]
S.2 Number of students in supervised student teaching in academic year 1999-2000	206
Number of faculty members who supervised student teachers:	
• S.3A Full-time faculty in professional education	8
• S.3B Part-time faculty in professional education but full-time in the institution	4
• S.3C Part-time faculty in professional education, not otherwise employed by the institution	27
S.4 Total faculty student teaching supervisors	39
S.5 Student teacher/faculty ratio	5:1
S.6A The average number of student teaching hours per week required	40
S.6B The total number of weeks of supervised student teaching required	14
S.7 Average total number of hours required	560

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[1] The number of graduates used in the passing rate calculation will not equal the sum of "Number Taking Assessment" since a graduate may take more than one assessment.

[2] Number of graduates who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

[3] All students enrolled across four years of study in programs leading to initial teacher certification.

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SALISBURY UNIVERSITY
RESIDENCY/DOMOCILE INFORMATION

Office of Admissions, 1200 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161 • toll free at 888-543-0148 • FAX 410-546-6016

Applicant's last name ____ First name ____ Middle initial ____

Social Security Number ____ – ____ – ____ Semester applying for ____

☐ Undergraduate degree student ☐ Graduate student ☐ Undergraduate non-degree student

Do you wish to be considered for in-state tuition status? ☐ Yes ☐ No (If yes, you must complete this section of the application)

IF ANY OF THE CATEGORIES BELOW APPLY, PLEASE CHECK THE APPROPRIATE BOX, PROVIDE REQUESTED INFORMATION AND/OR DOCUMENT, AND GO TO ITEM 10.

☐ **I am a part-time (50 percent) or full-time regular employee of the University System of Maryland (USM) or I am the spouse of, or am financially dependent upon a parent or legal guardian who is, a regular employee of the USM.**

Please indicate relationship: ____
Please attach a letter of verification from the Human Resources Office of the campus at which you or your spouse or parent or legal guardian is employed.

☐ **I am a full-time active member of the U.S. Armed Forces whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.** Please attach a copy of your deed or lease (if applicable), or verification from the service that you have declared Maryland as your "home of residency" (if applicable); and the most recent assignment orders. Also, please indicate date of expected separation from the military: ____

If none of the above is checked, applicants seeking in-state status must complete the following questions. Failure to complete all of the required items may result in a non-Maryland resident classification and out-of-state charges being applied. Residency classification information is evaluated in accordance with the USM policy on residency. The applicant may be contacted for clarification of an item, or for additional information as necessary.

PLEASE CHECK ONE:
☐ **I am financially independent.** I have earned taxable income that covered one half or more of my total expenses for the past 12 months, and I have not been claimed as a dependent on another person's most recent income tax returns.
☐ **I am financially dependent** on another person who has provided me with half or more of my total expenses for the past 12 months, and/or has claimed me as a dependent on his/her most recent income tax returns, or I am a ward of the state of Maryland. If a ward of the State, please submit documentation and go to item 10.

Name of person upon whom dependent: ____ Relationship to applicant: ____

a. How long have you been dependent upon this person? ____

b. Is the person a resident of Maryland? Yes ☐ No ☐

c. Address of this person: ____

d. Is this person a citizen of the United States? Yes ☐ No ☐

- i. If no, type of visa: ____ ii. Expiration date of visa: ____
- iii. Alien registration no.: ____ iv. Date of issuance: ____

e. Has this person filed a Maryland state income tax return for the most recent year on all earned income including income earned outside of Maryland?

Yes ☐ No ☐ If yes, list actual years Maryland income tax returns have been filed within the past three years.

- i. Years filed: ____
- ii. If a Maryland tax return has not been filed within the last 12 months, state reason(s): ____

f. Signature of this person: ____

THE STUDENT APPLICANT IS RESPONSIBLE FOR COMPLETING ITEMS 1-10.

Yes ☐ No ☐ **1. Are you residing in Maryland primarily to attend an educational institution?**

Yes ☐ No ☐ **2. Permanent address:** ____

Length of time at permanent address: years ____ months ____

If less than 12 months, provide previous address: ____

Length of time at previous address: years ____ months ____

Yes ☐ No ☐ **3. Are all, or substantially all, of your possessions in Maryland?**

Yes ☐ No ☐ **4. Do you possess a valid driver's license?**

- a. If yes, initial date of issue: ____ b. In what state? ____
- c. Most recent date of issue: ____ d. In what state? ____

Yes ☐ No ☐ **5. Do you own any motor vehicles?**

- a. If yes, initial date of registration: ____ b. In what state? ____
- c. Most recent date of registration: ____ d. In what state? ____

Yes ☐ No ☐ **6. Are you registered to vote?**

- a. If yes, in what state? ____ b. Date of registration: ____
- c. Were you previously registered to vote in another state? ____

Yes ☐ No ☐ **7. Have you filed a Maryland state income tax return for the most recent year?** If yes, list years you have filed Maryland income tax returns within the past three years.

- a. Years filed: ____
- b. If you did not file a tax return in Maryland within the last 12 months, state reason(s): ____

Yes ☐ No ☐ **8. Is Maryland state income tax currently being withheld from your pay?** If no, provide explanation. ____

Yes ☐ No ☐ **9. Do you receive any public assistance from a state or local agency other than one in Maryland?**

- a. If yes, please explain ____

10. Signature of Applicant: ____ **Date:** ____

POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE DIFFERENTIAL PURPOSES

I. Policy

It is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state students for the purpose of admission, tuition, and charge differentials at those institutions where such differentiation has been established.

A. An in-state student is a student whom the University determines to be a permanent resident of the state of Maryland. For the purposes of this policy, "permanent resident" is defined as a person who satisfies all the following conditions and has done so for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the person seeks in-state status:

1. Is not residing in the state of Maryland primarily to attend an educational institution; and,

2. Owns and continuously occupies or rents and continuously occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse; and,

3. Maintains within Maryland substantially all personal property; and,

4. Pays Maryland income tax on all earned taxable income including all taxable income earned outside the state; and,

5. Registers all owned motor vehicles in Maryland in accordance with Maryland law; and,

6. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law; and,

7. Is registered in Maryland, if registered to vote; and,

8. Receives no public assistance from a state other than the state of Maryland or from a city, county or municipal agency other than one in Maryland; and,

9. Has a legal ability under federal and Maryland law to live permanently without interruption in Maryland.

B. In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

1. A full-time or part-time (at least 50 percent time) regular employee of the USM.

2. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of the USM.

3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.

4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.

5. A graduate assistant appointed through the USM for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

C. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge-differential purposes.

D. Assignment of in-state or out-of-state classification will be made by the University upon an assessment of the totality of facts known or presented to it. The person seeking in-state status shall have the burden of proving that he or she satisfies all requirements.

E. The following circumstances raise a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution:

1. The student was attending high school or residing outside Maryland at the time of application for admission to a USM institution.

2. The student is both (a) not financially independent and (b) is financially dependent upon a person not a resident of Maryland. The burden shall be on the student to rebut the presumption.

II. Procedures

A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM "Petition for Change in Classification for Admission, Tuition and Charge Differential". A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the institution in writing within 15 days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each institution of the USM shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency criterion set forth in Section I if it is determined that the student is indeed a permanent resident and the application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes or who receives more than one-half of his or her support from another person during the 12 month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from more than one person, the student shall be considered financially dependent on the person providing the greater amount of support.

B. Financially Independent: A financially independent student is one who declares himself or herself to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax return of any other person; receives less than one-half of his or her support from any other person or persons; and demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the state of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the law of the state of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

G. Self-Generated: Self-generated describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and state aid, grants and loans) may not be used as self-generated income.

H. Regular Employee: A regular employee is a person employed by USM who is assigned to a state budget line or who is otherwise eligible to enroll in a state retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees and independent contractors.

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000)

Salisbury
UNIVERSITY

APPLICATION FOR GRADUATE PROGRAM ADMISSION

SOCIAL SECURITY NO. ______ — ______ — ______ **BEGIN AT SU** ☐ Winter ☐ Spring ☐ Summer ☐ Fall Year ______

NAME ____
last first middle maiden/previous

ADDRESSES

Permanent ____
street address/box number city state/territory

____
zip/postal code county (if in USA)/country (if not USA) phone

Local ____
street address/box number city state/territory

____
zip/postal code county (if in USA)/country (if not USA) phone

E-mail ____

RESIDENCY Are you eligible to be considered a MARYLAND RESIDENT for TUITION PURPOSES? ☐ No ☐ Yes (You must complete and return the Residency Domicile Information Form.)

EMPLOYMENT ☐ N/A ☐ Full-time ☐ Part-time ____
company position/number of years phone

GENDER ☐ Male ☐ Female **DATE OF BIRTH** ____ / ____ / ____
month day year

CITIZENSHIP ☐ USA ☐ Resident (non-citizen) ☐ Visa (type) ______

ETHNICITY (optional) ☐ African American ☐ American Indian ☐ Asian (or Pacific Islander)
☐ Hispanic ☐ White ☐ Other (Specify) ______

INTENDED PLAN OF STUDY

Check one of the following majors.

- ☐ M.S. - Applied Health Physiology
- M.B.A. (check your track)
  - ☐ General M.B.A.
  - ☐ Accounting
- M.A.-English (check your track)
  - ☐ Composition and Rhetoric
  - ☐ Literature
  - ☐ TESOL
- ☐ Master of Arts in Teaching
- ☐ Master of Education in School Administration
- Master of Education (check your track)
  - ☐ Early Childhood
  - ☐ Elementary
  - ☐ Middle/Secondary
  - ☐ Post-Secondary
  - ☐ Reading
- ☐ M.A. - History
- M.S. - Nursing (check your track)
  - ☐ Nursing Administration
  - ☐ Home Health Nursing Clinical Specialist
  - ☐ Family Nurse Practitioner
- ☐ Accelerated Nursing B.S-M.S.
- ☐ Post-M.S. Family Nurse Practitioner
- ☐ Master of Social Work

APPLICATION STATUS

☐ Initial application to above major ☐ Readmission to above major

Have you ever taken undergraduate courses at SU? ☐ Yes ☐ No If yes, when term(s) ______ year(s) ______

Have you ever taken graduate courses at SU? ☐ Yes ☐ No If yes, when term(s) ______ year(s) ______

COLLEGES/UNIVERSITIES ATTENDED **LOCATION** **MAJOR/DEGREE** **DATE RECEIVED**

Undergraduate ____
Undergraduate ____
Graduate ____
Graduate ____

SIGNATURE OF APPLICANT ______________________ **DATE** ______

Send completed application and a $30 nonrefundable application fee to: Office of Admissions, Salisbury University,1200 Camden Avenue, Salisbury, MD 21801-6862.

Enclosed fee in the form of: ☐ Cash (in-person only) ☐ Check ☐ Money order ☐ Visa ☐ MasterCard

Credit Card Number ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ Exp. Date ☐☐☐☐
M M Y Y

Authorized Signature Name as it Appears on Card

Salisbury
UNIVERSITY

Office of Admissions
1200 Camden Avenue
Salisbury, MD 21801-6862
410-543-6161 www.salisbury.edu

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR GRADUATE PROGRAM ADMISSION

STUDENTS SUBMITTING THEIR INITIAL APPLICATION FOR ADMISSION TO A SPECIFIC GRADUATE PROGRAM must sent a completed Application for Graduate Program Admission form; a $30 application fee; a completed Residency/Domicile Information Form (if applying for in-state tuition); and official copies of all undergraduate and graduate transcripts; to: Office of Admissions, 1200 Camden Avenue, Salisbury University, Salisbury, MD 21801-6862. When Admissions receives all these items, the application folder will be forwarded to the appropriate graduate program for consideration. Requirements for admission to the graduate degree programs vary from school to school, so it is important to consult the *Catalogue* for information pertaining to your program. Questions regarding admission to a specific graduate program should be addressed to the director of the graduate program you intend to pursue.

STUDENTS ADMITTED TO A GRADUATE PROGRAM AT SU WHO HAVE NOT ATTENDED AN SU GRADUATE CLASS WITHIN ONE CALENDAR YEAR must reapply to their graduate program by submitting this Application for Graduate Program Admission to: Office of Admissions, 1200 Camden Avenue, Salisbury University, Salisbury, MD 21801-6862. Students must also have official transcripts from every college or university attended since leaving SU, sent to Admissions. There is no readmission fee for reapplying to your previous graduate degree program.

STUDENTS NOT FORMALLY ADMITTED TO AN SU GRADUATE DEGREE PROGRAM MAY SCHEDULE UP TO SIX GRADUATE CREDITS A TERM AS A NON-DEGREE STUDENT by completing a Course Registration Form at the Registrar's Office. This Course Registration Form explains the process for scheduling graduate classes as a non-degree graduate student. Graduate assistantships are not offered to non-degree graduate students.

It is the policy of the Board of Regents of the University System of Maryland to differentiate between in-state and out-of-state residency for tuition purposes. Those students eligible for in-state residency classification must complete and submit the Residency/Domicile Information Form (the last page of the *Catalogue*). Regulations and requirements for receiving in-state residency classification are stated on the back of the form.

Students needing additional room for an item on the Application for Graduate Program Admission should use the spaces provided at the bottom of the page.

Salisbury
UNIVERSITY
1101 Camden Avenue
Salisbury, Maryland 21801-6860

www.salisbury.edu

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